Abstract: The aim of this study is to examine the emotional intelligence and social competence of the employees in workplace. This study was conducted in the Kingdom of Bahrain. For this purpose, a structured questionnaire was developed to be used by the researchers based on emotional intelligence competencies as given by Daniel Goleman (1995, 1998). These data were collected through primary and secondary sources, and analyzed by using percentage method with sample size of 50 employees from selected organizations in Bahrain. The results show a positive significance between emotional intelligence and social competence of the employees. Further, the employees opined more percentage score regarding social awareness, social skills and emotional receptivity on social competence of total group employees.

Keywords: Emotional Intelligence, Social competence, Social awareness, Social skills, Emotional receptivity

JEL Classifications: M11, M07, M77

1. Introduction

Emotional intelligence is the subset of social intelligence that involves the ability and skills to monitor one's own skills and other feelings and emotions, to determinate among them and to use this information to guide ones thinking and actions, Salovey et.al, (1990). In the above definition it is clearly stated that emotional intelligence is the ability to identify, assess and control the emotions of oneself, of others and group of people. Emotional intelligence consists of five components i.e. self awareness, self regulation, motivation, empathy and social skills. In addition emotional intelligence has embedded with four branches i.e. (i) perceiving emotions (ii) reasoning with emotions (iii) understanding motions and (iv) managing emotions and emotional intelligence which consists of four attributes, i.e. (i) self awareness (ii) self management (iii) social awareness (iv) relationship management, Goleman (1998).

Goleman's framework of emotional competence is classified into two categories. First is personal competencies, which exposes how individual manages himself, this includes self awareness, self motivation and self regulation. The second category is social competences, this explains how one manages his relationship which includes social awareness, social skills and
emotional receptivity (Goleman, 1998). A brief description of each is given below (i.e Social Competencies only).

**Social awareness**: It’s the ability to perceive, understand and respond to the emotions and feelings of others and make them comfortable socially. It involves knowing others, their feelings, thinking patterns, viewpoints, targets, goals and facial expression and other non verbal communications.

**Social skills**: It’s the ability to manage relationships and building networks and ability to find common platform and support.

**Emotional receptivity**: This refers to the ability to accept and encourage the viewpoints of other with open mind and accept their emotions as well. In addition facilitating the inflow and outflow of emotions for encouraging their interpersonal repetitiveness. Having good emotional receptivity helps to produce best individuals who are personally and socially emotional competent and it will enhance the individuals empathetic and sensitive senses to help others who are in need.

The aim of the current study was to explore and to know how emotional intelligence influence social competence at workplace. The researchers carried out the study in various organizations across Bahrain. A questionnaire was designed to know the relationship between emotional intelligence and its influences on social competence at work place from a sample of 50 employees. The relationship was measured using percentage method.

### 2. Literature Review

The purpose of the study was to see whether there is a relationship between emotional intelligence and social competence of the employees at work place. Researchers have studied the concept of emotional intelligence in different way since the beginning of the twentieth century Goleman, (1995), and Edward Thorndike had submitted with the initial study as in 1920 he researched dimensions of EI as a form of "social intelligence". Initially he investigated social intelligence as one component of intelligence measured by the IQ score. In addition to this in 1983, Howard Gardner added that "multiple intelligence", which he classified into "intrapersonal" and "interpersonal" intelligences. These intelligence were the basic foundation for the later models of EI Goleman (1995). However, the term Emotional intelligence (EI) owes its origin to Peter Salovey (University of Yale) and John Mayer (University of New Hampshire) who published their landmark article, Emotional intelligence in the Journal named *Imagination, Cognition and Personality* in 1990, this is the role model of emotional intelligence.

Turnball (2002), Sitter (2004) and Suhaila and Zahra (2013) noticed the significant and positive relation between leadership style and emotional intelligence. In another piece of work of Barling, Siater & Kelloway (2000), Mandell & Pherwani (2003), webb (2004), Srivastva and Bharamanaikar (2004) examined and predicted the positive relationship of emotional intelligence with transformational leadership style. As per Boytzis and Ratti (2009) their study identified competencies that differentiated the effective managers and leaders and they concluded that through emotions, social and cognitive intelligence competencies can predict the performance. According to Law, Wong and Song (2004), the employees who are emotionally intelligent they have performed better in organization that is why emotional intelligence is important for any organization. Another piece of work done by the Mayer and Geher (1996), Mayer, Carusu and Salovy (1999), Mendel and Pherwani (2003) study found that employee who are less or have lack of emotional intelligence, possess the turnover, burnout, show bad attitude, poor performance and stressed mood, so it is cleared that emotional intelligence plays a very important role in workplace.
3. Methodology

3.1 Scope and need for the present study

The present study is exclusively made to understand and analyze the emotional intelligence and to measure the social competence through social awareness, social skills and emotional receptivity.

The main need of the present study was to investigate and analyze social awareness, social skills and emotional receptivity. These concepts are very critical elements for employees’ success in the organizations.

However, the present study is conducted to know the following research questions.

i. Does emotional intelligence have influence on social competence.

ii. Employees from different organizations have been utilizing their social awareness, social skills and emotional receptivity to perform better in various situations at workplace. To solve these questions, objectives were designed to know to what extent emotional intelligence affects the success of employee in respect of social competence.

Most of the studies have been done in different countries taking into consideration emotional intelligence and very less number of studies have been done in Bahrain. Therefore, it is proposed to conduct an in-depth study of selected companies in Bahrain. Hence, the research topic “An Empirical study on social competence in relation to Emotional Intelligence in Bahrain” is taken up for detailed investigation and analysis.

3.2 Objectives of the study

The main objective of the present study is to analyze and find out the Social Competence in relation to emotional intelligence in selected companies in Bahrain. However, the specific objectives of the study is to:

- Investigate the social awareness of social competence in select organization.
- Analyze and assess the social skills on social competence.
- Identify and analyze the emotional receptivity on social competence in sample organizations.

3.3 Hypotheses

- Emotional intelligence does not have any effect on social awareness of social competence.
- Emotional intelligence does not have any effect on social skills of social competence.
- Emotional intelligence does not have any effect on emotional receptivity of social competence.

3.4 Sample and variables used in the study for analysis

The selected employees are taken as an independent variable, while social awareness, social skills, emotional receptivity are considered as dependent variable.

For the purpose of the present study 50 samples have been taken and deployed for purposive sampling method and 80 questionnaires were prepared with an intention to get required information. It was quite encouraging to the researchers that as many as 60 employees had filled the questionnaire and returned to the researchers. On scrutinizing it was seen that, 50 employees had filled the questionnaire completely and was found fit for analysis. Thus, all these 50 respondents (25 Male & 25 Female) were finally selected again by adopting purposive sampling method. The responses given by them to the questionnaire are the basis for analysis and findings.
Response Rate for the Questionnaire in Selected Organizations

<table>
<thead>
<tr>
<th>Sector</th>
<th>Distributed</th>
<th>Returned Response</th>
<th>Percentage (%)</th>
<th>Completed Response</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations in Bahrain</td>
<td>80</td>
<td>60</td>
<td>75</td>
<td>50</td>
<td>83.3</td>
</tr>
</tbody>
</table>

3.5 Method of data collection

The study is basically empirical in nature. The data for the present study are collected from both primary and secondary sources. Primary data collected through administering a structured questionnaire among the employees on various dimensions of emotional intelligence in the selected organizations. The questionnaire is divided into four sections. Accordingly, Section A is intended to get the details of personal aspects of the respondents in select organization. Section B elicits on social awareness of social competence. Section C is meant to seek opinion on the social skills of social competence. Section D is designed to seek the employees opinion on the emotional receptivity of social competence, likewise data were analyzed for the interpretation.

However, the secondary data is also collected from the databases, websites, theses and dissertations. As to get first hand information researchers also personally contacted the employees and ascertained their opinions.

4. Results

The collected data were processed and analyzed by using the Percentage method and to interpret the data and to draw meaningful inference. The data has also been depicted with appropriate Tables.

Table 1 Gender-Wise Distribution of the Respondents (Sample size N=50)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>(50.00)</td>
<td>(50.00)</td>
<td>(100)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Data collected through questionnaire by the researchers.

Note: Figures in parentheses represent percentages to the horizontal grand total.

Table 1 depicts details about the Gender-Wise Distribution of the respondents in the present study. The present study result analyzed statically by using percentage Method. For this purpose two variables viz dependent and independent variables are considered. The employees are considered as independent variable while social awareness processes are treated as dependent variable for the analysis.

4.1 Social awareness of social competence

As per the details furnished in Table 2 it can explicitly be found that 31 (62%) respondents out of 50 selected have opined that social competence of social awareness to understand others thinking, feeling and behaviour, it is acceptable, 6 (12%) respondents have stated that it is slightly acceptable, 6 (12%) respondents have felt that it is neutral, followed by the 7 (14%) respondents have stated that it is slightly unacceptable. Regarding others being self confident and optimistic, it is found that 18 (36%) respondents reflection on being optimistic and self-confident is acceptable, 8 (16%) respondents have felt that it is slightly acceptable, 20 (40%) respondents have stated that it is
neutral, 2 (4\%) respondents have felt that it is slightly unacceptable followed by 2 (4\%) respondents who have stated that it is unacceptable.

Table 2 Respondents opinion on Social awareness of Social competence (N=50)

<table>
<thead>
<tr>
<th>Items</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Understanding how others think, feel and behave</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>Others being optimistic and self-confident</td>
<td>2 (4.00)</td>
</tr>
<tr>
<td>Lack of confidence while interacting with people</td>
<td>6 (12.00)</td>
</tr>
<tr>
<td>Being sensitive and understanding regarding others point of view</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>Valuing others strengths, accomplishments and developments</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>Treating people well from diverse backgrounds</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>Considering every individual as a resource and create an environment</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>so that they can prosper in their career</td>
<td></td>
</tr>
<tr>
<td>Understanding others non verbal communication</td>
<td>0 (0.00)</td>
</tr>
</tbody>
</table>

Source: Data collected through questionnaire by the researchers.
Note: Figures in parentheses represent percentages to the horizontal grand total.

The opinion of the respondents concerning lack of confidence while interacting with others. It is found that 14 (28\%) respondents have felt that it is acceptable, 8 (16\%) respondents have stated that it is slightly acceptable, 16 (32\%) respondents have reflected that it is neutral, 6 (12\%) respondents have opined that it is slightly unacceptable, followed by the 6 (12\%) respondents who have said that it is unacceptable.

It is found that 25 respondents representing 50 per cent have stated in regards to being sensitive and understanding towards others point of view as acceptable, 7 (14\%) respondents have said that it is slightly acceptable, 12 respondents have felt that it is neutral and rest of the respondents (i.e 6) representing 12 percent have stated that it is slightly unacceptable.

The opinion of the respondents with regards to respecting others values, strengths, accomplishments and development, it is found that 15 (30 per cent) respondents out of 50 selected have stated as acceptable, 19 (38\%) respondents have stated that it is slightly acceptable, 8 (16\%) respondents have felt that it is neutral followed by 8 (16\%) respondents who have stated that it is slightly unacceptable and with regards to ethics based treatment towards different back ground people. It is found that 23 (46\%) respondents out of 50 have stated as acceptable, 9 (18\%) respondents have felt that it is slightly acceptable, 16 (32\%) respondents have reflected that it is neutral and the remaining of the 2 respondents representing 4 per cent have opined that it is slightly unacceptable in this matter.
The opinion of the respondents in treating every individual as a resource person by giving them scope for opportunity to grow in career it is found that 20 (40%) of the respondents out of 50 have stated as acceptable, 18 (36%) of the respondents have opined that it is slightly acceptable, 8 (16%) of the respondents have felt that it is neutral, 4 (8%) respondents have mentioned that it is slightly unacceptable.

The opinion of the respondents to understand others non verbal communication it is found that 23 (46%) respondents out of 50 have stated that as acceptable, 7 (14%) respondents have felt that it is slightly acceptable, 16 (32%) respondents have said that it is neutral and 4 (8%) respondents have opined that it is slightly unacceptable.

On the whole it can be concluded that a majority of the respondents on social competence for social awareness of understanding others thinking, feeling and behaviour is acceptable. Hence there is evidence to reject the null hypothesis of lack of influence of social competence for social awareness. In other words it may be constructed that there is a relationship between these two variables.

4.2 Social skills of social competence

For the analysis of this purpose, dependent and independent variables are considered. The employees are considered as independent variable while social skills processes are treated as dependent variable for the analysis.

The respondents opinion on the art of convincing skills within the team, it is found that 24 (48%) respondents out of 50 have reflected as acceptable, 10 (20%) respondents have stated that it is slightly acceptable, followed by 16 (32%) respondents who have opined that it is neutral.

The respondents opinion on posing their social skills regarding friendly nature with others, it is opined by 10 (20%) respondents who have stated that it is acceptable,18 (36%) respondents have said that it is slightly acceptable, 12 (24%) respondents have felt that it is neutral, followed by 10 (20%) respondents who have reflected that it is slightly unacceptable.

The respondents opinion on open communication regarding good and bad criticism, it is found that 20 (40%) respondents out of 50 have opined as acceptable, 14 (28%) respondents have stated that it is slightly acceptable, 12 (24%) respondents have felt that it is neutral,2 (4%) respondents have said that it is slightly unacceptable, followed by the 2(4%) respondents who have stated that it is unacceptable.

The respondents opinion under unfavorable conditions, ready to communicate politely and respectable manner, it is found that 11 (22%) respondents out of 50 have as acceptable, 23 (46%) respondents have felt that it is slightly acceptable and 16 of them (32%) have given their opinion as neutral and it is found that 11 (22%) respondents have stated that having social skills proves awareness to handle people with diplomacy and tactfully at any situation it is acceptable, 17 (34%) respondents have said that it is slightly acceptable, 14 (28%) respondents have felt that it is neutral,6 (12%) respondents have felt that it is slightly unacceptable and rest of the respondents have represented as unacceptable.

The respondents opinion shows that 16(32%) respondents out of 50 have stated that encouraging others with open discussion and debate, it is acceptable, 18 (36%) respondents have felt that it is slightly acceptable, 12 (24%) respondents have felt that it is neutral, 2 (4%) respondents have said that it is slightly unacceptable, followed by 2 (4%) respondents who have opined that it is unacceptable.
Table 3 Respondents opinion on Social skills of Social competence (N=50)

<table>
<thead>
<tr>
<th>Items</th>
<th>Opinion</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Slightly unacceptable</td>
</tr>
<tr>
<td>Art of convincing skills within the team</td>
<td>0 (0.00)</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>About their friendly nature with others</td>
<td>0 (0.00)</td>
<td>10 (20.00)</td>
</tr>
<tr>
<td>Open communication related to good and bad criticism</td>
<td>2 (4.00)</td>
<td>2 (4.00)</td>
</tr>
<tr>
<td>Unfavorable working conditions to execute communication embedded with politeness and respect.</td>
<td>0 (0.00)</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>Social skills acts as awareness in handling people with diplomacy and tactfully at any situation.</td>
<td>2 (4.00)</td>
<td>6 (12.00)</td>
</tr>
<tr>
<td>Encouraging other through open discussion and debate</td>
<td>2 (4.00)</td>
<td>2 (4.00)</td>
</tr>
<tr>
<td>Mutual relationship advantages.</td>
<td>4 (8.00)</td>
<td>4 (8.00)</td>
</tr>
<tr>
<td>Usefulness of encouragement in building team spirit</td>
<td>0 (0.00)</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>Friendship with colleagues</td>
<td>0 (0.00)</td>
<td>8 (16.00)</td>
</tr>
<tr>
<td>Balancing skills between work and relation.</td>
<td>0 (0.00)</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>Regarding friendly and cooperative culture.</td>
<td>0 (0.00)</td>
<td>4 (8.00)</td>
</tr>
<tr>
<td>Looking forward for opportunity to work in a team.</td>
<td>2 (4.00)</td>
<td>2 (4.00)</td>
</tr>
<tr>
<td>Initiative to be friendly with someone who is an introvert</td>
<td>0 (0.00)</td>
<td>4 (8.00)</td>
</tr>
</tbody>
</table>

Source: Data collected through questionnaire by the researchers.
Note: Figures in parentheses represent percentages to the horizontal grand total.

The respondents opinion on the mutual relationship benefits, it is found that 12 (24%) respondents have stated as acceptable, 20 (40%) respondents have felt that it is slightly acceptable, 10 (20%) respondents have opined that it is neutral, 4 (8%) respondents have selected that it is slightly unacceptable, followed by 4 (8%) respondents have expressed as unacceptable.

The respondents opinion on encouraging team spirit embedded with high order of strong bond, it is found that 28 (56%) respondents out of 50 have stated that it is acceptable, 12 (24%) respondents have felt that it is slightly acceptable while 10 (20%) respondents have felt that it is neutral in this regard.

The respondents opinion on maintaining warm relation among the colleagues, it is found that 20 (40%) respondents out 50 have stated that social skills rejuvenates friendship among the
colleagues is acceptable, 18 (36%) respondents have stated that it is slightly acceptable, 4 (8%) respondents have felt that it is neutral, and 8 (16%) respondents have stated that it is slightly unacceptable.

The respondents opinion on any one to maintain a balance between work and relation, it is found that 23 (46%) respondents out of 50 have stated that having social skill helps them to maintain balance between work and relation is acceptable, 13 (26%) respondents have felt that it is slightly acceptable and 14 (28%) respondents have felt that it is neutral.

The respondents opinion regarding friendly and cooperative culture, it is found that 23 (46%) respondents out of 50 selected have stated that social skills create friendly and co operative culture in the organization it is acceptable, 13 (26%) respondents have felt that it is slightly acceptable, 10 (20%) respondents have agreed that it is neutral, followed by the remaining 4 (8%) respondents who have opined that it is slightly unacceptable.

The respondents opinion on looking forward for opportunity to work in team, it is found that 26 (52%) respondents out of 50 selected have stated that as acceptable, 12 (24%) respondents have opined that it is slightly acceptable, 8 (16%) respondents have felt that it is neutral, 2 (4%) respondents have felt that it is slightly unacceptable, followed by the 2 (4%) respondents who opined that it is unacceptable.

As per the details furnished in Table 3 it can explicitly be found that 20 (40%) respondents out of 50 have said that social skills educate to be friendly with some one who is an introvert is acceptable, 14 (28%) respondents have selected it is slightly acceptable, 12 (24%) respondents have opined that it is neutral, 4 (8%) respondents have felt that it is slightly unacceptable.

The opinion of the respondents on their support to others to overcome difficulties, it is observed that 26 (52%) respondents out of 50 have stated that emotional receptivity act as a force for us to help others to overcome difficulties it is acceptable, 5 (10%) respondents have selected that it is slightly acceptable, 15 (30%) respondents have said that it is neutral and only 4 respondents belong to slightly unacceptable category.

Thus, it is observed that the majority of respondents opinioned that art of convincing skills with in the team (i.e Social skills) is acceptable. Hence, there is evidence to reject the null hypothesis of lack of influence on social skills. In other words it may be constructed that there is a relationship between these two variables.

4.3 Emotional receptivity of social competence

For the analysis of this purpose two variables viz dependent and independent variables are considered. The employees are considered as independent variable while Emotional Receptivity processes are treated as dependent variable for the analysis.

Table 4 portrays the details of the opinion of the respondents on taking initiative to cooperate with others in respect of their receptivity of reaching targets. It is observed that 26 (52%) respondents out of 50 have stated that on extending the cooperation with others in respect of their receptivity of reaching targets it is acceptable, 5 (10%) respondents have selected that it is slightly acceptable, 15 (30%) respondents have said that it is neutral and only 4 respondents belong to slightly unacceptable category.

The opinion of the respondents on their support to others to overcome difficulties, it is observed that 26 (52%) respondents out of 50 have stated that emotional receptivity act as a force for us to help others to overcome difficulties it is acceptable, 18 (36%) respondents have said that it is slightly acceptable, 4 (8%) respondents have felt that it is neutral and only 2 respondents have selected unacceptable. Thus, it is evident that majority of the respondents have same opinion in this regard in the sample study.

The opinion of the respondents on offering their own experience based advices to others to overcome their difficult situations, it is found that 24 (48%) respondents out of 50 have felt that emotional receptivity stimulate to take experience based suggestion to help others to overcome their difficulties it is acceptable, 18 (36%) respondents have selected that it is slightly acceptable and 8
(16%) respondents have felt that it is neutral. Therefore, it is evident that the majority of the respondents expressed the opinion on their own experience based advices to others to overcome their difficult situations is acceptable, closely followed by the slightly acceptable in the present study of emotional intelligence in Bahrain.

Table 4 Respondents opinion on Emotional Receptivity of Social competence (N=50)

<table>
<thead>
<tr>
<th>Items</th>
<th>Opinion</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extending cooperation with others in respect of their receptivity of reaching targets.</td>
<td>0 (0.00) 4 (8.00) 15 (30.00) 5 (10.00) 26 (52.00)</td>
<td>50 (100)</td>
</tr>
<tr>
<td>Extending support to others to overcome their difficulties.</td>
<td>2 (4.00) 0 (0.00) 4 (8.00) 18 (36.00) 26 (52.00)</td>
<td>50 (100)</td>
</tr>
<tr>
<td>Offering experience based advices to others to overcome their difficult situations.</td>
<td>0 (0.00) 0 (0.00) 8 (16.00) 18 (36.00) 24 (48.00)</td>
<td>50 (100)</td>
</tr>
<tr>
<td>Sharing personal issues with colleagues.</td>
<td>0 (0.00) 0 (0.00) 6 (12.00) 14 (28.00) 30 (60.00)</td>
<td>50 (100)</td>
</tr>
<tr>
<td>About their good intentions to help others so that they can overcome their miff.</td>
<td>0 (0.00) 2 (4.00) 11 (22.00) 18 (36.00) 19 (38.00)</td>
<td>50 (100)</td>
</tr>
<tr>
<td>Usefulness of feedback which gives an opportunity to develop.</td>
<td>0 (0.00) 4 (8.00) 4 (8.00) 15 (30.00) 27 (54.00)</td>
<td>50 (100)</td>
</tr>
<tr>
<td>Creating best platform for listening so as to understand each other.</td>
<td>0 (0.00) 0 (0.00) 15 (30.00) 10 (20.00) 25 (50.00)</td>
<td>50 (100)</td>
</tr>
<tr>
<td>Accountability of others performance at the time of guiding.</td>
<td>0 (0.00) 4 (8.00) 13 (26.00) 19 (38.00) 14 (28.00)</td>
<td>50 (100)</td>
</tr>
<tr>
<td>Follower or leader.</td>
<td>0 (0.00) 2 (4.00) 23 (46.00) 14 (28.00) 11 (22.00)</td>
<td>50 (100)</td>
</tr>
<tr>
<td>The abilities to settle the issues between two groups.</td>
<td>0 (0.00) 7 (14.00) 7 (14.00) 22 (44.00) 14 (28.00)</td>
<td>50 (100)</td>
</tr>
<tr>
<td>Detecting others feelings and behavior.</td>
<td>0 (0.00) 3 (6.00) 11 (22.00) 6 (12.00) 30 (60.00)</td>
<td>50 (100)</td>
</tr>
</tbody>
</table>

Source: Data collected through questionnaire by the researchers.
Note: Figures in parentheses represent percentages to the horizontal grand total.

The opinion of the respondents on their personal issues to discuss with colleagues, it is found that 30 (60%) respondents out of 50 selected have stated as acceptable, 14 (28%) respondents have felt that it is slightly acceptable and the rest of the 6 respondents representing 12 per cent have felt that it is neutral.

The opinion of the respondents about their good intentions to help others to overcome from their bad mood, it is found that 19 (38%) respondents out of 50 have refuted that emotional receptivity educate good intentions to help others to overcome from bad mood it is acceptable, 18
(36%) respondents have stated that it is slightly acceptable, 11 (22%) respondents have felt that it is neutral and only 2 respondents have selected that as slightly unacceptable.

Regarding the usefulness of feedback to get opportunity to develop, it is found that 27 (54%) respondents out of 50 selected have stated that as acceptable, 15 (30%) respondents have felt that it is slightly acceptable, 4 (8%) respondents have opined that it is neutral and 4 (8%) respondents have expressed their opinion that it is slightly unacceptable.

The opinion of the respondents on creating best platform for listening to help understand each other, it is found that 25 (50%) respondents out of 50 selected have stated that as acceptable, 10 (20%) respondents have opined that it is slightly acceptable and 15 (30%) respondents have felt that it is neutral.

The opinion of the respondents on accountability of others performance at the time of guiding, it is found that 14 (28%) respondents out of 50 have as acceptable, 19 (38%) respondents have said that it is slightly acceptable, 13 (26%) respondents have selected that it is neutral, followed by the 4 (8%) respondents have felt that it is slightly unacceptable.

Regarding the respondents views on position as a follower or leader, it is found that 11 (22%) respondents out of 50 selected have stated that as acceptable, 14 (28%) respondents have felt that it is slightly acceptable, 23 (46%) respondents have felt that it is neutral and only 2 respondents have selected that it is slightly unacceptable.

Regarding respondents on the abilities to settle the issues between two groups, it is found that 14 (28%) respondents out of 50 selected have stated as acceptable, 22 (44%) respondents have felt that it is slightly acceptable, 7 (14%) respondents have stated that it is neutral, 7 representing (14%) have opined that it is slightly unacceptable.

Regarding the opinion of the respondents on detecting others feelings and behavior, it is witnessed that 30 (60%) respondents out of 50 selected felt that detecting others feelings and behavior is acceptable, 6 (12%) respondents have felt that it is slightly acceptable, 11 (22%) respondents have represented that it is neutral, while 3 respondents representing (6%) have stated that it is slightly unacceptable in the sample study.

By taking a close look at the analysis of Table 4. It can be concluded that the majority of the respondents have opined that emotional receptivity in selected sample study for emotional intelligence is acceptable in the Kingdom of Bahrain.

Thus, it is observed that the majority of the respondents opined that on taking initiative to cooperate with others in respect of their receptivity of reaching targets is acceptable. Hence there is evidence to reject the null hypothesis of lack of influence on moving forward to cooperate with others in respect of their receptivity of reaching targets. In other words it may be constructed that there is a relationship between these two variables.

5. Conclusion

Emotions and intelligence are very important aspects of each one’s life and their feelings, thinking patterns, viewpoints, accomplishments, facial expression, ability to express both positive and negative feelings, friendly nature, executing communication politely and respectable manner, diplomacy and tactful skills, open discussion, team building skills, co operation and co ordination skills, attitude sharing information, listening and guiding skills, detecting of others feeling and behavior and other non verbal messages makes it hard to achieve the desired goals. Social awareness, social skills and emotional receptivity helps to get rid of any difficulty and they present their social competence in the work place as well. The present study strongly accepted that the
emotional intelligence reflects on social competence and it leads to success in the organizations at any circumstances.

Emotional intelligence is the subset of the social intelligence and is embedded with emotions and feelings, thinking patterns, viewpoints, accomplishments, facial expression, ability to express both positive and negative feelings, friendly nature, executing communication politely and respectable manner, diplomacy and tactful skills, open discussion, team building skills, co operation and co ordination skills, attitude of sharing information, listening and guiding skills.

From this it is very clear that Emotional intelligence is the ability to assess and controls oneself, others and groups. Hence, there is a wide scope for further research in it by way of extending the same to different companies.

The independent variables are more in numbers with large number of dependent variables. By increasing the number of independent variable (i.e sample size) it would be more meaningful and the same study may be conducted by taking large number of companies.

Further the same study can be conducted in GCC countries by taking huge sample size and also it could be possible to undertake a comparative study between organizations and countries.

References


