
Emotional Intelligence of employees working in banking and teaching sector

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Abstract

Today in cut throat competition companies are organizing training programmes to enhance emotional intelligence companies are realizing how important it is to have employees with strong emotions which leads to better performance, decisions, healthy environment. To achieve the objective of the study, two hundred (N=200) respondents 100 males and 100 females were selected conveniently and purposely from banking sector (50 male,50 female) and from teaching sector (50 male,50 female) conveniently from Delhi NCR region as subjects. Questionnaire was used to assess the emotional intelligence and its relation with different parameters such as age, gender, occupation and experience. In order to examine the hypothesis of the present study one way ANOVA test was applied to compare the significance between different variables with 5% level of significance. Emotional intelligence of employees in banking and teaching sector employees revealed trough results that age is the main factor that effect emotional intelligence of employees and others occupation, gender, experience do not have significant differences.

KEY TERMS-: Emotional intelligence, Parameters, Programmes

INTRODUCTION

"All learning has an emotional base." - Plato

It is not only necessary to express and control our [emotions but also to](#) understand, interpret, and respond to others emotions. Human beings have need that someone is there to understand their emotions no world can be imagined without the expression of emotions. Understanding and handling of one's or others emotions is known as emotional intelligence

Emotional intelligence is the capability to recognize and manage own emotions and the emotions of others. Skills which are generally included are

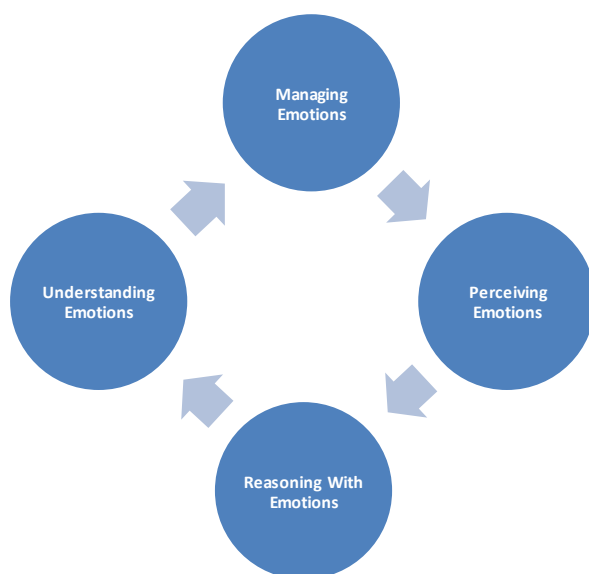
1. Emotional awareness
2. The ability to harness emotions
3. The ability to manage emotions

Peter Salovey and John D. Mayer (1990) defined emotional intelligence as, "the subset of social intelligence which involves the capability to monitor one's own and others' feelings and emotions, to distinguish among them and to use this information to guide one's thoughts and actions".

Today in cut throat competition companies are organizing training programmes to enhance emotional intelligence companies are realizing how important it is to have employees with strong emotions which leads to better performance, decisions, healthy environment.

Today companies worldwide look through the lens of EI in recruiting, promoting, and developing their employees.

Salovey and Mayer proposed a model that identified four different factors of emotional intelligence



Measuring Emotional Intelligence

- **Reuven** A self-report test measure competencies including awareness, stress tolerance, problem-solving, and happiness.
- **Multifactor Emotional Intelligence Scale (MEIS)**
An ability-based test in which test-takers perform tasks designed to assess their ability to perceive, identify, understand, and utilize emotions.
- **Emotional Competence Inventory (ECI)**
Based on an older instrument known as the Self-Assessment Questionnaire, the ECI involves having people who know the individual offer ratings of that person's abilities in several different emotional competencies.
- Others

Goleman Daniel (2010) The Rutgers University-based Consortium for Research on Emotional Intelligence in Organizations (CREIO) has led the way in catalyzing this scientific work, collaborating with organizations that range from the Office of Personnel Management in the federal government to American Express.

Goleman (2004) The 'thinking brain plays an executive role in our emotions' because people have two brains rational and emotional, which can determine how people act in life by brain parts interacting to produce and regulate our emotions

R u i L I (2012) Managerial duties which must be carried out in addition to clinical duties are a constant source of stress for many pharmacists as they are struggling with a growing workload and often lack the managerial skills to cope with management duties

Cosmas C. Curry (2009) Findings indicated that EI of school leaders was not correlated to school climate as perceived by teachers; however, there were significant correlations between the two when compared to some factors of the SLEQ. Quantitative analysis indicated that school climate and EI of school leaders are linked

Betty Anne Rohr (2005) The finding of a weak overall correlation fails to provide concurrent criterion validity to the BarOn (2002) conceptualization of EI with exercise attitudes as measured by HBQ (Austin, unpublished), $r(398) = .13$, $p = .013$

Nanayakkara L, Chandana A. (2014) Study has drawn special attention to the cross cultural validation of the impact of strategic EI to OSE and career success in varying socio-demographic contexts. It provides guidelines to carry out in-depth analyses of EI research. Study also provides guidelines for scholars and practitioners of the impact of strategic EI in above contexts.

Rosete, David (2007) EI subscales revealed that the most important subscale was Perceiving Emotions. A leader who is skilled in perceiving emotion is described as someone who knows what people feel, reads people accurately, is good at recognizing their own feelings and can express their feelings appropriately. These skills may be important because they allow a leader to accurately capture important social data around them. In particular, it offers the ability to "read between the lines" when dealing with people. These results have important implications on how we should select and develop executives

STATEMENT OF THE PROBLEM

The Problem selected for investigation in the present study has been titled as "Emotional Intelligence of employees working in banking and teaching sector".

OBJECTIVES OF THE STUDY

Why study Emotional intelligence

1. To know relation between age and their emotional intelligence
2. To know relation between gender and their emotional intelligence
3. To know relation between occupation and their emotional intelligence
4. To know relation between experience and their emotional intelligence

Research questions

The **research Questions** derived from these areas are as follows:

1. Is there any relation between age and their emotional intelligence?
2. Is there any relation between gender and their emotional intelligence?
3. Is there any relation between occupation and their emotional intelligence?
4. Is there any relation between experience and their emotional intelligence?

Hypothesis

H0 There is no significant difference between age and their emotional intelligence.

H1 There is significant difference between age and their emotional intelligence

H0 There is no significant difference between gender and their emotional intelligence

H1 There is significant difference between gender and their emotional intelligence

H0 There is no significant difference between occupation and their emotional intelligence

H1 There is significant difference between occupation and their emotional intelligence

H0 There is no significant difference between experience and their emotional intelligence

H1 There is significant difference between experience and their emotional intelligence

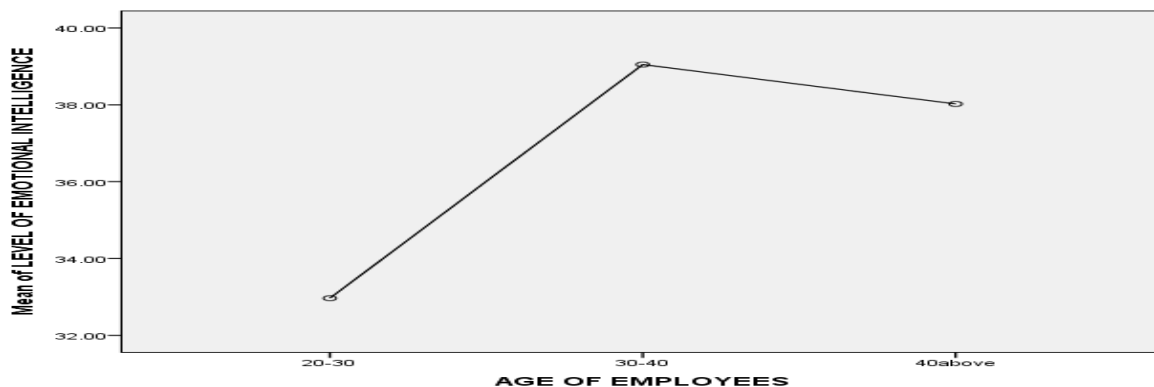
MATERIALS AND METHODS

To achieve the objective of the study, two hundred (N=200) respondents 100 males and 100 females were selected conveniently and purposely from banking sector (50 male,50 female) and from teaching sector (50 male,50 female) conveniently from Delhi NCR region as subjects. Questionnaire was used to assess the emotional intelligence and its relation with different parameters such as age, gender, occupation and experience. In order to examine the hypothesis of the present study one way ANOVA test was applied to compare the association between different variables with 5% level of significance

ANOVA

LEVEL OF EMOTIONAL INTELLIGENCE

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 810.028 | 2 | 405.014 | 3.050 | .050 |
| Within Groups | 26158.727 | 197 | 132.785 | | |
| Total | 26968.755 | 199 | | | |



Multiple Comparisons

Dependent Variable: LEVEL OF EMOTIONAL INTELLIGENCE

Tukey HSD

| (I) AGE OF EMPLOYEES | (J) AGE OF EMPLOYEES | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|----------------------|----------------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| 20-30 | 30-40 | -6.08268* | 2.48569 | .040 | -11.9528 | -.2126 |
| | 40above | -5.05721 | 2.46733 | .103 | -10.8840 | .7696 |
| 30-40 | 20-30 | 6.08268* | 2.48569 | .040 | .2126 | 11.9528 |
| | 40above | 1.02547 | 1.76316 | .830 | -3.1384 | 5.1893 |
| 40above | 20-30 | 5.05721 | 2.46733 | .103 | -.7696 | 10.8840 |
| | 30-40 | -1.02547 | 1.76316 | .830 | -5.1893 | 3.1384 |

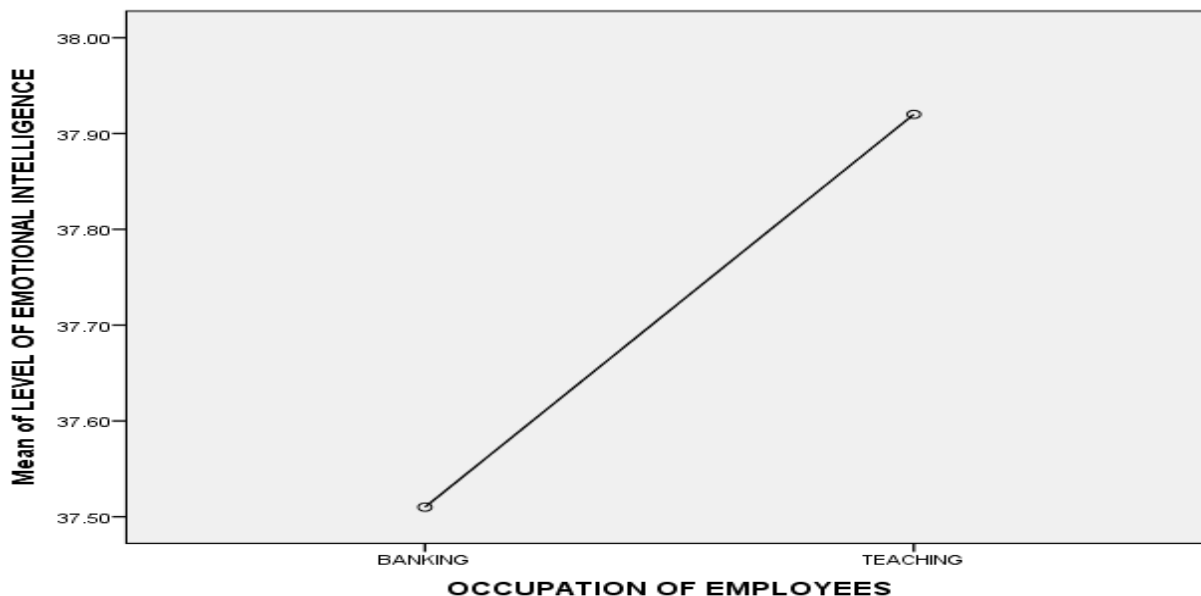
*. The mean difference is significant at the 0.05 level.

There was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,197)=3.050, p=.050$). A turkey post hoc test revealed that age group of 20-30 have significant difference between age group of 30-40 but no such difference with above 40 age.age group of 30-40 also revealed no significant difference with 40 above age.

ANOVA

LEVEL OF EMOTIONAL INTELLIGENCE

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | 8.405 | 1 | 8.405 | .062 | .804 |
| Within Groups | 26960.350 | 198 | 136.163 | | |
| Total | 26968.755 | 199 | | | |

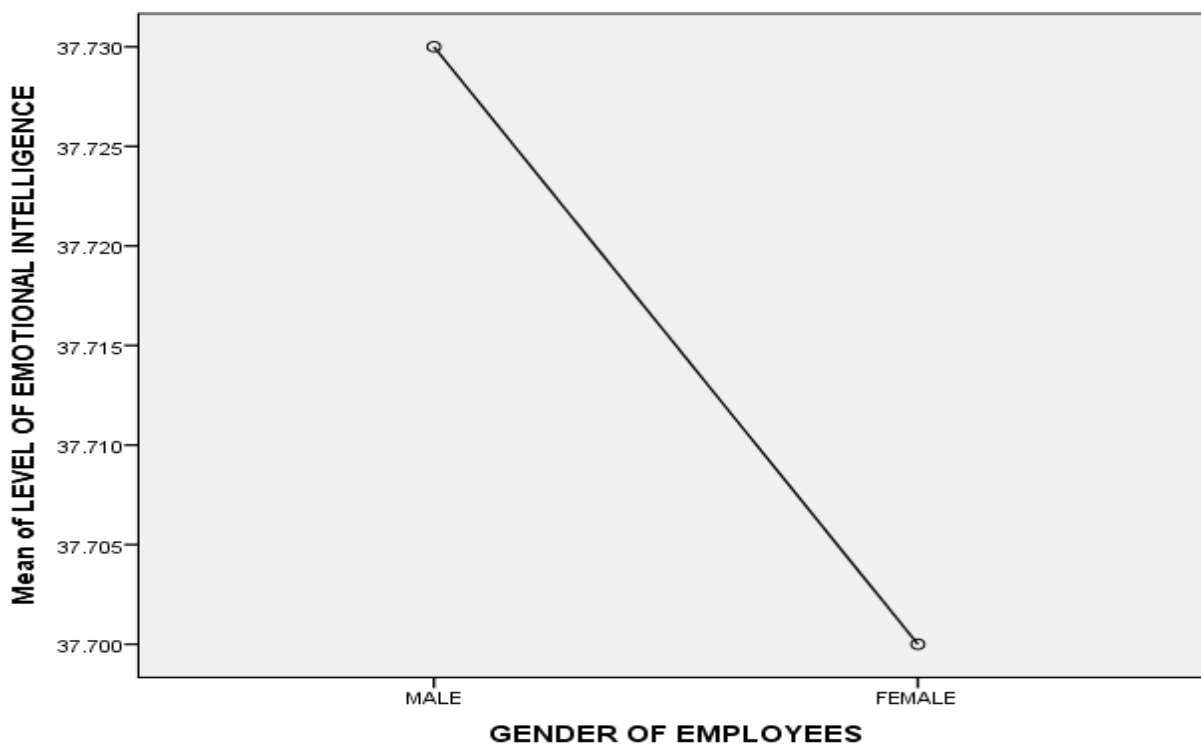


There was no statistically significant difference between groups as determined by one-way ANOVA ($F(1,198)=.062, p=.804$). Positive relation was found in emotional intelligence of banking and teaching sector employees.

ANOVA

LEVEL OF EMOTIONAL INTELLIGENCE

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | .045 | 1 | .045 | .000 | .986 |
| Within Groups | 26968.710 | 198 | 136.206 | | |
| Total | 26968.755 | 199 | | | |

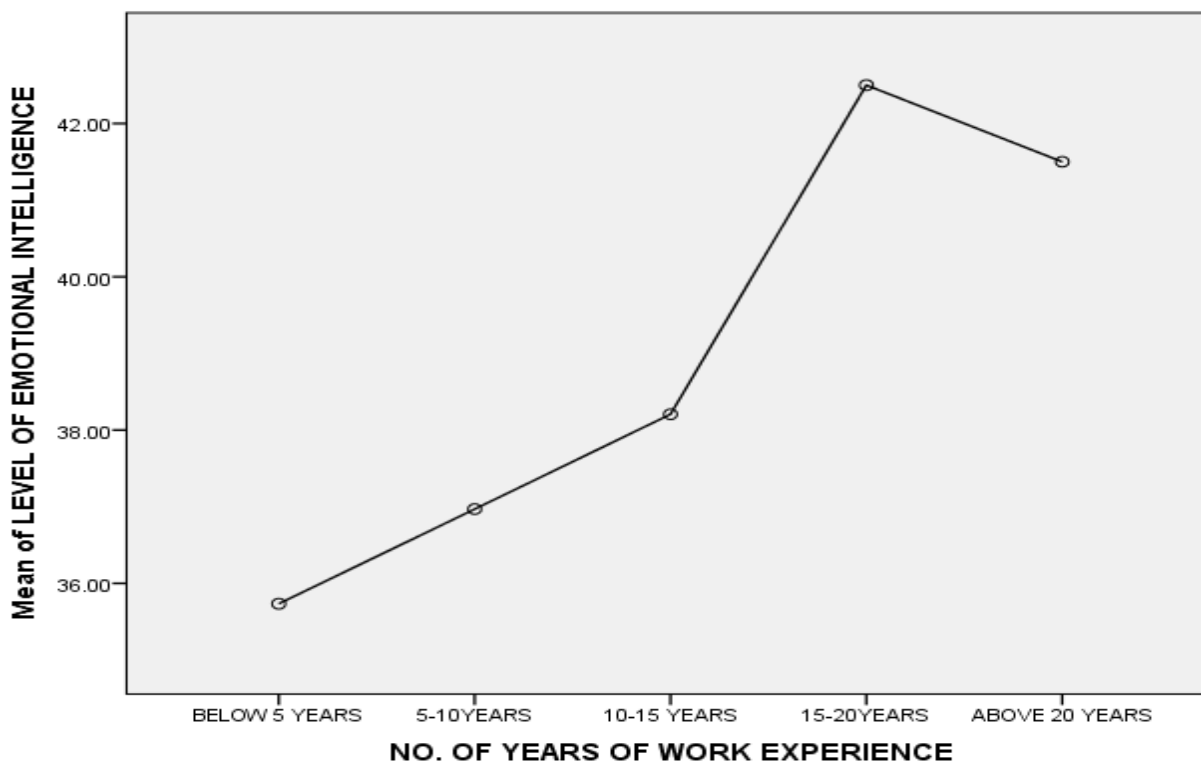


There was no statistically significant difference between groups as determined by one-way ANOVA ($F(1,198)=.000,p=.986$). Negative relation was found in emotional intelligence of men and women employees.

ANOVA

LEVEL OF EMOTIONAL INTELLIGENCE

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 674.901 | 4 | 168.725 | 1.251 | .291 |
| Within Groups | 26293.854 | 195 | 134.840 | | |
| Total | 26968.755 | 199 | | | |



There was no statistically significant difference between groups as determined by one-way ANOVA ($F(4,195)=1.251,p=.291$). Rise in early years of experience sharp increase between 10-20 years experience and then after there is fall in emotional intelligence of employees.

Findings

- There was a statistically significant difference found between groups on basis of age as determined by one-way ANOVA ($F(2,197)=3.050,p=.050$).
- There was no statistically significant difference between groups on basis of occupation as determined by one-way ANOVA ($F(1,198)=.062,p=.804$).
- There was no statistically significant difference between groups on basis of gender as determined by one-way ANOVA ($F(1,198)=.000,p=.986$).
- There was no statistically significant difference between groups on basis of experience as determined by one-way ANOVA ($F(4,195)=1.251,p=.291$).

Conclusion

Emotional intelligence of employees in banking and teaching sector employees revealed trough results that age is the main factor that effect emotional intelligence of employees and others occupation, gender, experience do not have significant differences.

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