
**THE IMPACT OF EMOTIONAL QUOTIENT ON EMPLOYMENT TENURE – A STUDY WITH
REFERENCE TO SOFTWARE PROFESSIONALS**

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ABSTRACT

Research involving emotional quotient is relatively new and although it is gaining support from researchers worldwide, there are many relationships between an employee's level of emotional quotient and the organisational behaviour, work-related dependent variables that have not been explored. Knowing an employee's level of emotional quotient may help managers to recruit employees that have the ability to be productive, stable, and long-term employees. This dissertation analyzed the potential relationship between the Mayer, Salovey, Caruso Emotional quotient Test (MSCEIT) and employment tenure. The researcher compared and contrasted the independent variables of overall emotional quotient test scores, and the scores from the four branch areas of emotional quotient (perceiving emotions, facilitating emotions, understanding emotions, and managing emotions) with the dependent variables of average months employed as a percentage of total employment, longest tenure job as a percentage of total employment, and shortest tenure jobs as a percentage of total employment in order to evaluate the nature and strength of these various relationships. The primary purpose of this study was to examine the relationship between scores on the MSCEIT and length of tenure or employment persistence of employees. The sample participants were Software Professionals from Chennai, Tamilnadu, India. Relationships were also explored between the four branches of emotional quotient and the dependent variable. The conclusions drawn from the analysis of this research study will help to provide a broader foundation for additional research on emotional quotient and work-related dependent variables.

Keywords : *Emotional Quotient, Employment Tenure, Turnover, Employee Retention, Employee turnover*

INTRODUCTION

Introduction to the Problem

In organisational behaviour, there are six dependent variables: productivity, absence, turnover, deviant workplace behaviour, organisational citizenship, and satisfaction. The major determinants of these six variables can be broken into three categories: individual-level variables, group-level variables, and systems-level variables. Within each independent variable category, there are multiple variables including perception, individual decision making, learning and motivation; all of these multiple variables have multiple subparts. One of the newest and most controversial individual-level variables is emotional quotient. Robbins and Judge define emotional quotient as “one’s ability to detect and to manage emotional cues and information”. Other scholars like Gardener, Goleman, and Salovey have also constructed definitions of emotional quotient. Intelligence itself is considered an individual-level independent variable of organisational behaviour. Utilizing just the term intelligence anymore can often be misleading. To quote Robbins, “In the past decade, researchers have begun to expand the meaning of intelligence beyond mental abilities. The most recent evidence suggests that intelligence can be better understood by breaking it down into four subparts: cognitive, social, emotional, and cultural”. In recent years, the study of one subpart, emotional quotient (EI), has been gaining additional attention. This research has the potential ability to affect the direction of many new motivational theories and a manager’s ability to affect changes in the dependent variables of organisational behaviour.

Background of the Study

The study of EI did not gain popularity until the 1980s and 1990s; almost a century after general intelligence testing first began. The first true researcher of EI was a Harvard psychologist named Howard Gardner. It is believed by many current scholars that there may be multiple types of intelligence, with EI being just one of them. Hamachek stated that, “IQ rather than being a single monolithic entity comprised primarily of verbal and mathematical-logical aptitudes, is really a collage of at least seven kinds of intelligence, each relatively independent of the others and each important in its own right”. In the 1990s, researchers such as Goleman, Salovey, Mayer, and Caruso have worked to create specific definitions of EI, described why EI is an important intelligence to develop, and have proposed tests to measure a person’s level of EI. Ultimately, knowing an employee’s level of EI may help managers to recruit employees that have the ability to be productive, stable, and long-term employees.

Statement of the problem

The problem is that research involving EI is relatively new and although it is gaining support from researchers worldwide, there are many relationships between an employee’s level of EI and the organisational behaviour dependent variables that have not been explored. Robbins and Judge indicated that “evidence is mounting that suggests a high level of EI means a person will perform well on the job”. If this is true and EI testing can be used to aid in predicting employee performance, EI testing may also be utilized to predict effects on other organisational dependent variables.

Purpose of the study

The primary purpose of this study was to examine the relationship between scores on the Mayer, Salovey, and Caruso Emotional quotient Test (MSCEIT) and length of tenure or employment persistence of employees. The sample participants were Software Professionals from Chennai, Tamilnadu, India. Relationships were also explored between the four branches of emotional quotient and the dependent variable.

Research Questions

The following three research questions guided this study:

1. What was the nature of the relationship between Software professionals' level of EI and their employment tenure?
2. How strong was the relationship between Software professionals' level of EI and their employment tenure?
3. What was the relationship between an increase in the level of a Software professional's level of EI and length of employment?

Significance of the study

The significance of this study was that most of the research concerning EI is centered on understanding EI, creating potential measurement tools for EI, and attempting to link EI scores to productivity levels in the workplace. Based on a review of the current research available concerning EI, the possible relationship between an employee's level of EI and the organisational dependent variable of turnover or employment persistence had not been explored or researched.

LITERATURE REVIEW

The resurgence of the idea of EI is obvious in the research from the 1960s to the 1990s, but it took the work of Howard Gardner, the same Harvard psychologist who first administered IQ tests, through his book entitled Frames of Mind to bring forth the idea that multiple types of intelligence exist in humans before the study of EI was seen as an important research topic. One researcher to build upon Gardner's ideas and move the study of EI forward was Salovey. In 1988, Salovey took Gardner's idea of personal intelligence and built on it to provide a working definition of EI based on five domains, which are described briefly in Table 1.

Table 1. Salovey’s Emotional Intelligence Domains and Descriptions

Domain	Description
Knowing one’s emotions	The keystone of emotional intelligence. Self-awareness and recognizing a feeling as it happens. Knowing feelings aids in making decisions.
Managing emotions	Handling feelings appropriately. Allows a person to bounce back quickly from a setback or disappointment.
Motivating oneself	Emotional self-control aids in accomplishing goals and outstanding performance. Leads to high productivity and efficacy in tasks.
Recognizing emotions in others	Allows one to be attuned to subtle social signals that indicate what others need or want. Builds emotional self-awareness. Is a fundamental people skill.
Handling relationships	Skill in managing emotions in others. Allows one to work smoothly with others. Excel in social situations.

Emotional quotient is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It’s being able to manage distressing moods well and control impulses. It’s being motivated and remaining hopeful and optimistic when you have setbacks in working toward goals. It’s empathy; knowing what the people around you are feeling. And it’s social skill-getting along well with other people, managing emotions in relationships, being able to persuade or lead others. In 1995, in the book Emotional quotient, Goleman refined the five EI domains that were originally created by Salovey in 1988 (summarized in Table 2). In a subsequent book, Working with EI, Goleman further refined these five domains.

Table 2. Evolution of Emotional Intelligence Domains Described by Salovey and Goleman

Salovey (1988)	Goleman (1995)	Goleman (1998)
Knowing one’s emotions	Emotional self-awareness	Self-awareness (Personal Competence) Emotional awareness Accurate self-assessment Self-confidence
Managing emotions	Managing emotions	Self-regulation (Personal Competence) Self-control Trustworthiness Conscientiousness Adaptability Innovation
Motivating oneself	Harnessing emotions productively	Motivation (Personal Competence) Achievement driven Commitment Initiative Optimism
Recognizing emotions in others	Empathy: reading emotions	Empathy (Social Competence) Understanding others Developing others Service orientation Leveraging diversity Political awareness
Handling relationships	Handling relationships	Social skills (Social Competence) Influence Communication Conflict management Leadership Change catalyst Building bonds Collaboration and cooperation Team capabilities

Trait EI is concerned with cross situational consistencies in behaviour as opposed to information processing EI, which concerns abilities. These distinctions in labeling the components of EI have helped researchers to better understand the terminology associated with EI. These distinctions in EI will also help to direct future research to better focus on understanding, measuring, and analyzing EI as well as using EI measurement tools to accurately assess leadership success within organisations. This accurate assessment in predicting leadership success rests on creating measurement tools that are valid and reliable. Research is uncovering a need for accurate EI measurement tools due to the rapid changes organisations face today with theories of leadership constantly evolving. EI, if it can be accurately assessed, could play an important role in screening and promoting future organisational leaders.

Measuring and Assessing Emotional quotient

Although the research supporting EI is relatively new, some researchers have already begun to create measurement tools for measuring a person's emotional IQ, or more commonly called emotional quotient or EQ. A number of tests have been created by the early researchers of EI, including Goleman, Boyatzis, Salovey, and Caruso. When evaluating the research concerning EI testing, four tests seem to be mentioned as being the most prominent and well-known of the available tests. The first test used to assess and measure EI is called The EQ-i. This test, according to the article "EI Testing" by HRFocus was created in the 1980s by BarOn and published by Multi-Health Systems, Inc. At Multi-Health Systems Web site, the test is listed as measuring the following key areas: (a) intrapersonal skills, (b) interpersonal skills, (c) stress management, (d) adaptability, (e) general mood, (f) positive impression, (g) inconsistency index. The Web site also lists additional versions of this 30-minute test, including an interview workbook for the interview following completion of the BarOn EQ-i test with probing questions and an interviewer rating system. There is also a BarOn EQ-i:S test which is the shortened version of the BarOn EQ-i test, and measures the same seven key areas.

Another EI test was created by Goleman and Boyatzis. The Emotional Competence Inventory (ECI) test is a 360-degree assessment test created for Hay/McBer Consultants that allows for feedback to respondents. According to Thompson, Goleman views EI as a set of competencies that can be measured by his Emotional Competency Inventory (ECI). The ECI is a 360 feedback tool. Your score is a reflection of feedback from your boss, your peers, and those who report to you at work. The instrument is designed for use only as a development tool, not for hiring or compensation decisions. The ECI test is designed to measure four quadrants: (a) self-awareness, (b) selfmanagement, (c) social awareness, and (d) social skills.

A third test designed to measure EI is the MSCEIT, or the Mayer, Salovey, Caruso Emotional quotient Test. This test was originally called the MEIS. In the article "Emotional quotient as a Standard Intelligence," Mayer, Salovey, Caruso, and Sitarenios explained the MEIS test and the validity and reliability of the test. According to the Multi-Health Systems, Inc. Web site, where the test can be purchased, the MSCEIT is designed to measure four key areas: (a) perceiving emotions, (b) facilitating thought, (c) understanding emotions, and (d) managing emotions. This test is the only EI test that measures ability EI and was created so that the respondent can actually learn how to understand the actual intelligence behind Emotions

In order to assess which test is most appropriate for an organisation, the following Table 3 is constructed that shows the creator, purpose of the test and what it is supposed to measure along with the organisational need. This table allows for a comparison between tests.

Table 3. Comparison of Emotional Intelligence Tests

	Key areas measured	Organizational need	Creator(s)
The EQ-i	Intrapersonal skills (5 sub-scales) Interpersonal skills (3 sub-scales) Adaptability (3 sub-scales) Stress management (2 sub-scales) General mood scales (2 sub-scales)	Employee selection and career development	BarOn, Multi-Health Systems
The ECI	Self-awareness (3 sub-scales) Self-management (6 sub-scales) Social awareness (3 sub-scales) Social skills (9 sub-scales)	Individual and organizational development	Goleman & Boyatzis, Hay/McBer Consultants
MSCEIT	Perceiving emotions Facilitating thought Understanding emotions Managing emotions	Understanding your ability and recognizing emotions in others	Mayer, Salovey, Caruso, Multi-Health Systems
The Q Map	14 Scales include: Emotional awareness Emotional expression Resilience Outlook Trust Personal power	Good for increasing effectiveness and building trust	Q-Metrics
SEI	Measures 8 Skills including: Emotional literacy Emotional management Empathy	Good for self-development	Six Seconds
The EIQ	Self-awareness Emotional resilience Motivation Interpersonal sensitivity Influence Intuitiveness Conscientiousness	Good for self-development	Henley Management College (England)
EIA	Self-awareness Self-management Social awareness Relationship management	3 versions Self assessment Self – others Team assessment	TalentSmart

RESEARCH METHODOLOGY

This was a quantitative, non-experimental research study utilizing the online MSCEIT test through Multi-Health Systems, Inc. For the reason that a number of EI tests are available, this was the most appropriate design to use in this study. The MSCEIT is an ability test that is “designed to measure emotional quotient by directly assessing a person’s capacity to identify emotions in others, to use emotions to facilitate thought, to understand emotional meanings, and to know how to manage emotions”

DATA ANALYSIS

A total of 97 participants completed both the questionnaire and the online MSCEIT .The three research questions are addressed through the use of statistical analysis tests, including ANOVA Regression and the Pearson Correlation. Table 4 highlights the interpretation of the Standard Score Total for Emotional quotient (SS_TOT) as provided by MHS in the MSCEIT User’s Manual.

Table 4. Interpreting Mayer, Salovey, Caruso Emotional quotient Test Scores

MSCEIT standard score total for emotional intelligence	Qualitative interpretation
69 or less	Consider Development
70-89	Consider improvement
90-99	Low average score
100-109	High average score
110-119	Competent
120-129	Strength
130+	Significant strength

Note. Adapted from *MSCEIT, User's Manual*, by J. D. Mayer, P. Salovey, and D. R. Caruso, . Tonawanda, NY: Multi-Health Systems, Inc.

According to the MSCEIT User's Manual, MSCEIT scores are computed as empirical percentiles, then positioned on a normal curve with an average score of 100 and a standard deviation of 15. If a respondent obtains a MSCEIT score of 100, then they are in the average range of emotional quotient. A respondent obtaining a score of 115 is about one standard deviation above the mean, or, at the 84th percentile. If a respondent obtains an overall MSCEIT score of 85, they are about one standard deviation below the mean, or at the 16th percentile. Participants in this research study had an average SS_TOT score of 98.8434, within less than 2 points from the test average provided by MHS. The minimum SS_TOT was 56.8267 and the maximum SS_TOT was 138.2949. The standard deviation was 16.1375. Table 5 shows the descriptive statistics associated with the SS_TOT. When analyzing the statistics for the four branch areas for participants in the research study, and comparing these descriptive statistics to the descriptive statistics for the Total Emotional quotient Score (SS_TOT) and the average statistics provided by MHS, statistical similarities can be seen. Table 6 highlights the findings from the four branch areas.

Table 5. Descriptive Statistics for the Total Emotional quotient Test Scores

N = 97	
Descriptive Statistic	Result
Valid	97.00000000
Missing	.00000000
Mean	98.84341966
Median	98.04429450
Mode	56.8266993
Standard deviation	16.13754709
Range	81.46822669
Minimum	56.82669925
Maximum	138.294926

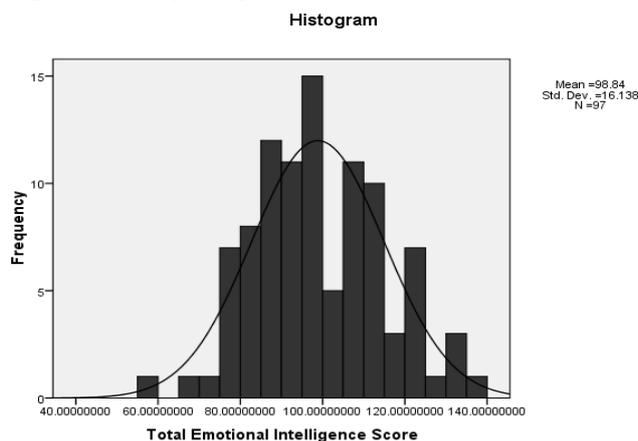
Table 6. Descriptive Statistics for the Branch Areas of the Mayer, Salovey, and Caruso Emotional quotient Test (MSCEIT)

Statistic	SS_B1 Perceiving Emotions	SS_B2 Facilitating Thought	SS_B3 Understanding Emotion	SS_B4 Managing Emotions
Valid	97.00000	97.00000	97.00000	97.00000
Mean	98.129605	100.102771	100.394761	101.1125623
Median	98.377382	101.830696	99.944104	101.315200
Mode	57.617667	109.514345	78.050862	91.734529
Standard deviation	16.830790	15.388511	12.435141	13.802438
Range	77.655854	68.532582	56.605652	58.174377
Minimum	57.617667	67.132495	78.050861	71.535060
Maximum	135.273522	135.665077	134.656513	129.709437

Note. SS_B1 is the first branch area measuring Perceiving Emotions. SS_B2 is the second branch area measuring Facilitating Thought. SS_B3 is the third branch area measuring Understanding Emotion. SS_B4 is the fourth branch area measuring Managing Emotions.

The following histogram, Figure 1, shows the frequency of participant scores for the MSCEIT based on the Total Emotional quotient Score (SS_TOT).

Figure 1. Frequency of Standard Score Totals for Overall Emotional quotient.



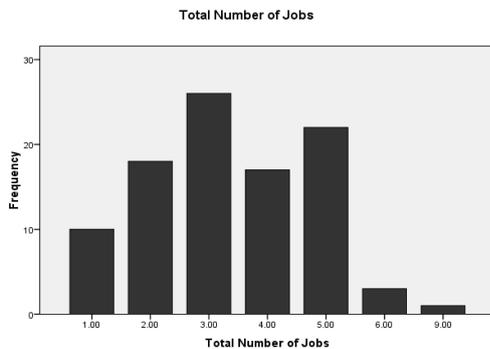
In order to compare statistics between subjects, the average number of months employed, the shortest tenure job, and the longest tenure job were each divided by the total months of employment per participant and converted into a percentage. Table 7 shows the descriptive statistics once the adjustment was made. Based on the adjusted tenure information, a comparison can be made between participants.

The participants spent, on average, 38% of their total months employed working in a single job. The shortest tenure on a job was just 1% of the total employed months, and the longest tenure on a job was 100% of the total employed months. Ten participants only listed one job. The following Figure 2 shows the frequency of number of jobs held as reported by participants.

Table 7. Descriptive Statistics - Percentage of Total Employment

N = 97			
Descriptive Statistic	Average months of employment as % of total employment	Longest tenure job as % of total employment	Shortest tenure job as % of total employment
Valid	97	97	97
Missing	0	0	0
Mean	38.08%	62.30%	20.86%
Std. error of mean	2.397%	2.280%	2.902%
Median	33.00%	59.00%	10.00%
Mode	33.00%	100.00%	100.00%
Std. deviation	23.604%	22.460%	28.582%
Variance	5.6%	5.00%	8.2%
Range	89.00%	74.00%	99.00%
Minimum	11.00%	26.00%	1.00%
Maximum	100.00%	100.00%	100.00%
Sum	3694.00%	60.436043%	20.232023%

Figure 2. Frequency chart for total number of jobs.



Research Question 1

What is the nature of the relationship between Software professionals’ level of EI and their employment tenure?

In using SPSS to analyze the data with the Pearson correlation 2-tailed test, the relationship between the Total Emotional quotient score (SS_TOT), the four branch areas (SS_B1, SS_B2, SS_B3, SS_B4), and the employment tenure data (A#ME%TE, LJT%TE, SJT%TE) can be explored. The Pearson Correlation 2-tailed test is used to determine the extent to which these variables are linearly related.

The outcome of the Pearson correlation test is the correlation coefficient. A correlation coefficient (r value) can range from -1.00 to +1.00, with the coefficient of 0 implying that there is no linear relationship between the variables being measured. In using the independent variable, SS_TOT (Overall Emotional quotient Score) as the constant variable and the dependent variables of average months of employment as a percentage of total employment (A#ME%TE), longest tenure job as a percentage of total employment (LJT%TE), and shortest tenure job as a percentage of total employment (SJT%TE), the outcome of the Pearson correlation test shows the correlation coefficients, or r values, having a slightly negative correlation that is statistically significant. Table 8 shows the results of these tests.

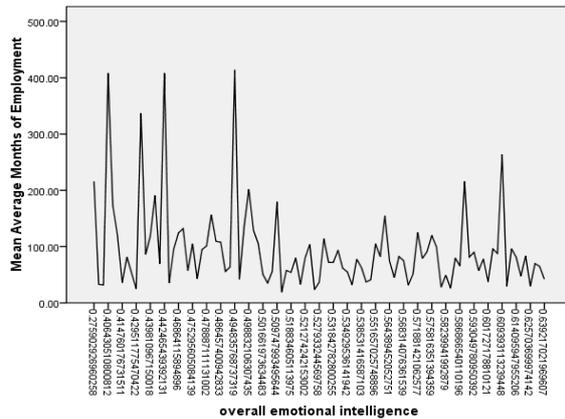
Table 8. Pearson Correlation test Results

Dependent variable	Pearson correlation R Value	Significance (2-tailed)	N
Average months of employment as a percentage of total employment	-.312**	.002	97
Longest tenure job as a percentage of total employment	-.211*	.038	97
Shortest tenure job as a percentage of total employment	-.275**	.006	97

Note. Predictor: (Constant) Overall Emotional Intelligence (SS_TOT). ** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

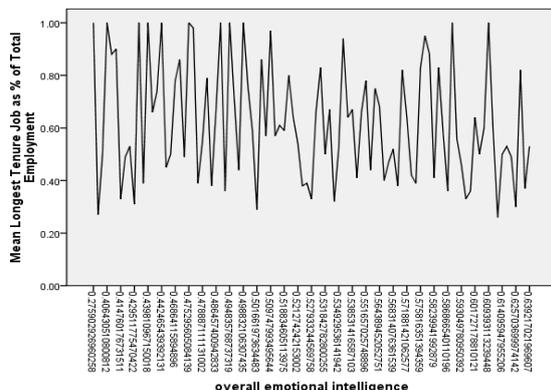
The negative correlation of $r = -.312$ for the independent variable of Total Emotional quotient (SS_TOT) and the dependent variable of Average Months of Employment as a Percentage of Total Employment (A#ME%TE) is illustrated in Figure 3.

Figure 3. Relationship between Total Emotional quotient (SS_TOT) and average months of employment as a percentage of total employment.



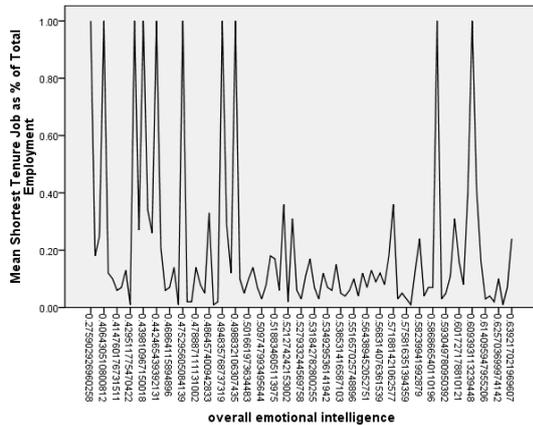
The negative correlation of $r = -.211$ for the independent variable of Total Emotional quotient (SS_TOT) and the dependent variable of Longest Tenure Job as a Percentage of Total Employment (LTJ%TE) is illustrated in Figure 4.

Figure 4. Relationship between Total Emotional quotient (SS_TOT) and longest tenure job as a percentage of total employment.



The negative correlation of $r = -.275$ for the independent variable of Total Emotional quotient (SS_TOT) and the dependent variable of Shortest Tenure Job as a Percentage of Total Employment (STJ%TE) is illustrated in Figure 5.

Figure 5. Relationship Between Total Emotional quotient (SS_TOT) and Shortest Tenure Job as a Percentage of Total Employment.



A Pearson correlation test can also be used for the four branch areas of the MSCEIT test to see the nature of the relationship between each of the four branch areas (acting as independent, constant variables) and the three dependent variables of average months of employment as a percentage of total employment (A#ME%TE), longest tenure job as a percentage of total employment (LTJ%TE), and shortest tenure job as a percentage of total employment (STJ%TE). The following tables show the results of those Pearson correlation tests and the corresponding r values.

Table 9. Correlation Coefficients for the Independent Variable of Perceiving Emotions and the Dependent Variables of Average Months of Employment as a Percentage of Total Employment, Longest Tenure Job as a Percentage of Total Employment, and Shortest Tenure Job as a Percentage of Total Employment

Dependent variable	Pearson correlation R Value	Significance (2-tailed)	N
Average months of employment as a percentage of total employment	-.303**	.003	97
Longest tenure job as a percentage of total employment	-.232*	.022	97
Shortest tenure job as a percentage of total employment	-.250*	.014	97

Note. Predictor: (Constant) Perceiving Emotions (SS_B1).
 ** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

Table 10. Correlation Coefficients for the Independent Variable of Facilitating Thought and the Dependent Variables of Average Months of Employment as a Percentage of Total Employment, Longest Tenure Job as a Percentage of Total Employment, and Shortest Tenure Job as a Percentage of Total Employment

Dependent variable	Pearson correlation R Value	Significance (2-tailed)	N
Average months of employment as a percentage of total employment	-.069	.500	97
Longest tenure job as a percentage of total employment	.017	.871	97
Shortest tenure job as a percentage of total employment	-.075	.468	97

Note. Predictor: (Constant) Facilitating Thought (SS_B2). N = Total Number of Subjects

Table 11. Correlation Coefficients for the Independent Variable of Understanding Emotions and the Dependent Variables of Average Months of Employment as a Percentage of Total Employment, Longest Tenure Job as a Percentage of Total Employment, and Shortest Tenure Job as a Percentage of Total Employment

Dependent variable	Pearson correlation R Value	Significance (2-tailed)	N
Average months of employment as a percentage of total employment	-.251*	.013	97
Longest tenure job as a percentage of total employment	-.248*	.014	97
Shortest tenure job as a percentage of total employment	-.196	.055	97

Note. Predictor: (Constant) Understanding Emotions (SS_B3). N = Total Number of Subjects.

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

Table 12. Correlation Coefficients for the Independent Variable of Managing Emotions and the Dependent Variables of Average Months of Employment as a Percentage of Total Employment, Longest Tenure Job as a Percentage of Total Employment, and Shortest Tenure Job as a Percentage of Total Employment

Dependent variable	Pearson correlation R Value	Significance (2-tailed)	N
Average months of employment as a percentage of total employment	-.175	.086	97
Longest tenure job as a percentage of total employment	-.109	.287	97
Shortest tenure job as a percentage of total employment	-.163	.111	97

Note. Predictor: (Constant) Managing Emotions (SS_B4). N = Total Number of Subjects.

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

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

Based on an analysis of the Pearson correlation test results, the nature of the relationship between each independent variable (SS_TOT, SS_B1, SS_B2, SS_B3, SS_B4) and the three dependent variables (A#ME%TE, LJT%TE, SJT%TE) can be described as a slightly negative correlation. As the total emotional quotient score from the MSCEIT increased, job tenure or job persistence saw a small, but statistically significant, decrease.

Research Question 2

How strong is the relationship between Software professionals’ level of EI and their employment tenure?

From the analysis of the data for Research Question 1, it is evident that there is a slightly negative correlation between each of the five independent variables (SS_TOT, SS_B1, SS_B2, SS_B3, SS_B4) and the three dependent variables (A#ME%TE, LJT%TE, SJT%TE). The strength of these relationships can now be explored in order to address Research Question 2. The tests used by the researcher to see the strength of this relationship were the Pearson correlation and the one-way between-subjects analysis of variance or ANOVA.

In order to see the strength of a relationship with the Pearson correlation test, the r value from the test is squared (R Square value or coefficient of determination) and then adjusted (Adjusted R Square) based on the sample size. Table 13 shows the summary of the Pearson correlation test results for SS_TOT and the three dependent variables (A#ME%TE, LTJ%TE, STJ%TE). The adjusted r square value shows the strength of the affect that the independent variable has on the dependent variable. According to the adjusted r square values in Table 16, about 8.8% of the variation in the average months of employment as a percentage of total employment is attributable to a variation in the overall emotional quotient test scores. The remaining 91.2% of the variation would be attributable to random chance or other variables that could influence tenure. Likewise, only 3.4% of the variation with the longest tenure job and 6.6% of the variation with the shortest tenure job is attributable to a variation in the overall emotional quotient test scores. These statistics show a very weak relationship between the independent variable of overall emotional quotient test scores and the dependent variables

Table 13. Pearson Correlation Test Results for the Independent Variable of SS_TOT and the Dependent Variables of Average Months of Employment as a Percentage of Total Employment, Longest Tenure Job as a Percentage of Total Employment, and Shortest Tenure Job as a Percentage of Total Employment

Dependent variable	Pearson correlation R Value	R Square	Adjusted -R Square	Standard error of the estimate
Average months of employment as a percentage of total employment	.312	.098	.088	.22542
Longest tenure job as a percentage of total employment	.211	.044	.034	.22071
Shortest tenure job as a percentage of total employment	.275	.075	.066	.27627

Note. Predictor: (Constant) Overall Emotional Intelligence Score (SS_TOT).

In generating the statistics for each of the four branch areas of emotional quotient and the three dependent variables, the following tables highlight the findings.

The adjusted r square valuates are statistically similar to the overall emotional quotient score (SS_TOT) adjusted r square value, showing that these relationships are also very weak and for the most part are attributable to factors other than the independent variables that were measured.

Table 14. Pearson Correlation Test Results for the Independent Variable of Perceiving Emotions and the Dependent Variables of Average Months of Employment as a Percentage of Total Employment, Longest Tenure Job as a Percentage of Total Employment, and Shortest Tenure Job as a Percentage of Total Employment

Dependent variable	Pearson correlation R Value	R Square	Adjusted -R Square	Standard error of the estimate
Average months of employment as a percentage of total employment	.303	.092	.082	.226
Longest tenure job as a percentage of total employment	.232	.054	.044	.220
Shortest tenure job as a percentage of total employment	.250	.063	.053	.278

Note. Predictor: (Constant) Perceiving Emotions (SS_B1)

Table 15. Pearson Correlation Test Results for the Independent Variable of Facilitating Thought and the Dependent Variables of Average Months of Employment as a Percentage of Total Employment, Longest Tenure Job as a Percentage of Total Employment, and Shortest Tenure Job as a Percentage of Total Employment

Dependent variable	Pearson correlation R Value	R Square	Adjusted -R Square	Standard error of the estimate
Average months of employment as a percentage of total employment	.069	.005	-.006	.237
Longest tenure job as a percentage of total employment	.017	.000	-.010	.226
Shortest tenure job as a percentage of total employment	.075	.006	-.005	.287

Note. Predictor: (Constant) Facilitating Thought (SS_B2)

Table 16. Pearson Correlation Test Results for the Independent Variable of Understanding Emotions and the Dependent Variables of Average Months of Employment as a Percentage of Total Employment, Longest Tenure Job as a Percentage of Total Employment, and Shortest Tenure Job as a Percentage of Total Employment

Dependent variable	Pearson correlation R Value	R Square	Adjusted -R Square	Standard error of the estimate
Average months of employment as a percentage of total employment	.251	.063	.053	.230
Longest tenure job as a percentage of total employment	.248	.062	.052	.219
Shortest tenure job as a percentage of total employment	.196	.038	.028	.282

Note. Predictor: (Constant) Understanding Emotions (SS_B3).

Table 17. Pearson Correlation Test Results for the Independent Variable of Managing Emotions and the Dependent Variables of Average Months of Employment as a Percentage of Total Employment, Longest Tenure Job as a Percentage of Total Employment, and Shortest Tenure Job as a Percentage of Total Employment

Dependent variable	Pearson correlation R Value	R Square	Adjusted -R Square	Standard error of the estimate
Average months of employment as a percentage of total employment	.175	.031	.021	.234
Longest tenure job as a percentage of total employment	.109	.012	.002	.224
Shortest tenure job as a percentage of total employment	.163	.027	.016	.283

Note. Predictor: (Constant) Managing Emotions (SS_B4).

Another test that was used to measure the strength of the relationships between each of the independent variables and the dependent variables is the ANOVA. According to Jaccard and Becker (2002), The F value is the statistical output derived from the one-way ANOVA test that shows the significance of how much the outcome is influenced by the independent variable. The closer the F value is to 0, the null hypothesis is rejected. In order to show a significant effect on the dependent variable, the F value should be greater than 1. A larger F value indicates that the variation among group means is more than one would expect to see by chance alone. The one-way ANOVA test also provides the Sum of Squares, which can be used to calculate the R square value also found in the Pearson correlation test. The following tables highlight the ANOVA test results and show that although the variance seen in the Pearson correlation test is weak, the F value is significant. The P value for the test of < .01 shows that there is very strong evidence against the null hypothesis.

Table 18. One-way ANOVA for the Independent Variable of Overall Emotional quotient (SS_TOT) and the Dependent Variable of Average Months of Employment as a Percentage of Total Employment

Model	Sum of squares	Degrees of freedom	Mean square	F Value	P Value
Regression	.522	1	.522	10.265	.002
Residual	4.827	95	.051		
Total	5.349	96			

Note. Predictor: (Constant) Overall Emotional Intelligence (SS_TOT).

Table 19. One-Way ANOVA for the Independent Variable of Overall Emotional quotient (SS_TOT) and the Dependent Variable of Longest Tenure Job as a Percentage of Total Employment

Model	Sum of squares	Degrees of freedom	Mean square	F Value	P Value
Regression	.215	1	.215	4.412	.038
Residual	4.628	95	.049		
Total	4.843	96			

Note. Predictor: (Constant) Overall Emotional Intelligence (SS_TOT)

Table 20. One-Way ANOVA for the Independent Variable of Overall Emotional quotient (SS_TOT) and the Dependent Variable of Shortest Tenure Job as a Percentage of Total Employment

Model	Sum of squares	Degrees of freedom	Mean square	F Value	P Value
Regression	.592	1	.592	7.757	.006
Residual	7.251	95	.076		
Total	7.843	96			

Based on the statistics from the Pearson correlation tests and the one-way ANOVA tests it is appropriate to interpret that although there is a slight negative relationship between the individual independent variables and the dependent variables that were measured, this relationship is very weak and the variation is attributable to factors other than the independent variable of the overall emotional quotient test scores or the branch scores.

Research Question 3

What is the relationship between an increase in the level of a Software Professional’s level of EI and length of employment?

The research surrounding emotional quotient and its affect on job performance and job satisfaction have been the focus of much of the research concerning emotional quotient thus far. Other work-related dependent variables, such as organisational citizenship, deviant workplace behaviour, absenteeism, and turnover have not been explored as much in the research. Due to the growing research concerning emotional quotient and its positive relationship with job performance and job satisfaction; it was the purpose of this research study to explore that same relationship with employment tenure.

Figure 6. Scatterplot with Negative Relationship Regression Line for the Independent Variable of Overall Emotional quotient Score (SS_TOT) and the Dependent Variable of Average Months of Employment as a Percentage of Total Employment.

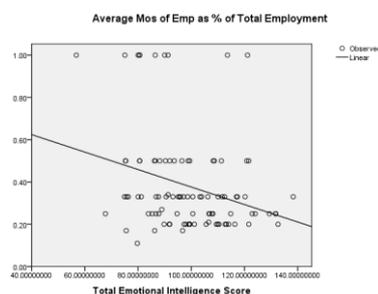


Figure 7. Scatterplot with Negative Relationship Regression Line for the Independent Variable of Overall Emotional quotient Score (SS_TOT) and the Dependent Variable of Longest Tenure Job as a Percentage of Total Employment.



Figure 8. Scatterplot with Negative Relationship Regression Line for the Independent Variable of Overall Emotional quotient Score (SS_TOT) and the Dependent Variable of Shortest Tenure Job as a Percentage of Total Employment.



FINDINGS

The first research question addressed the nature of the relationship between software professionals' level of EI and their employment tenure. The study findings showed that this relationship was a negative relationship. These results conflicted with the previous research that was done with emotional quotient being the independent variable and the dependent variables of job satisfaction and job productivity.

The second research question focused on measuring how strong the relationship was between Software professionals' level of EI and their employment tenure. The study findings showed that this relationship was weak. By utilizing the Pearson correlation test and the one-way ANOVA test, the strength of the various relationships and the significance of the findings were explored.

The last research question focused on answering what happens to employment tenure when there is an increase in the emotional quotient scores. The results from the Pearson correlations test showed a negative relationship. As emotional quotient test scores increased, employment tenure decreased slightly. This was true for overall emotional quotient score and all four branch areas. In plotting the regression line on the statistical output, this became even more apparent.

CONCLUSION

The results of this research study clearly showed a negative relationship between the emotional quotient score on the MSCEIT and employment tenure, although it was a weak relationship. Based on previous research studies cited for emotional quotient and other work-related dependent variables (Sy et al., 2006), we believe that further research looking into this relationship should be explored in order to gain a clearer understanding of how emotional quotient and employment tenure are related. It is possible that workers with a high level of emotional quotient are less likely to stay at jobs that are no longer a good match for them. Workers with high EQ may be quicker to see this discrepancy and move on to a new job. It is also possible that workers with high EQ, although able to quickly assess others' emotions and moods, also realize that the organisational climate may not be a good match for their skills, abilities, and personality. If these statements are true, the negative relationship uncovered in this research study would be a correct assessment of how the two variables are related.

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