A STUDY ON EMOTIONAL INTELLIGENCE OF WORKING WOMEN

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ABSTRACT

Emotional Intelligence describes the qualities of one's own emotions as well as emotions of others. It is also deals with the ability to reason it and solve problems based on the emotions which they experience. Luthans (2002) defines emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others. The study has been conducted among women employees working in IT sector by the sample of 150 women's. In this extensive review of literature the listed five domains such as self awareness, self regulation, internal motivation, empathy and social skills are the determinants having great effect on any individual working in IT Sector. From the study it is clear that there is a significant relationship between the five domains of Emotional Intelligence.

KEYWORDS: Emotional Intelligence, Self-Awareness, Self-Regulation, Internal Motivation, Empathy, Social Skills.

"People's emotions are rarely put into words, far more often they are expressed through other cues. the key to intuiting another's feelings is in the ability to read nonverbal channels , tone of voice , gesture , facial expression and the like" ― Daniel Goleman, Emotional Intelligence: Why It Can Matter More Than IQ Goldman summarized the five EQ domains as:

1. Knowing your emotions. `
2. Managing your emotions.
3. Motivating yourself.
4. Recognizing and understanding other people's emotions.
5. Managing relationships, i.e. managing the emotions of others.

Emotional intelligence can be broken down into five major components:

- **Self-awareness** – the ability to know one's emotions, strengths, weaknesses, drives values and goals and recognizes their impact on others while using gut feelings to guide decisions.

- **Self-regulation** – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.

- **Social skill** – managing relationships to move people in the desired direction

- **Empathy** – considering other people's feelings especially when making decision

- **Motivation** – being driven to achieve for the sake of achievement.

REVIEW OF LITERATURE

Grandey Alicia (2000) define emotional labor as individual differences and organizational factors that effect the work role demands that certain expressions be shown to customers.

Gayathri (2013) discusses the different concepts and beliefs pertaining to emotion and cognition.

Praveen M.Kulkarni, B. Janakiram and D.N.S. Kumar (2009), the study focuses on understanding the emotional intelligence of the managers and supervisors and its link to their performance level on the job.

Khalili, Ashkan (2012), Emotional intelligence has become a familiar issue between educators, counselors and business leaders due to a considerable role in the workplace.

Marina Fiori (2008), Studies conducted up to the present bear on a conception of emotional intelligence as pertaining to the domain of consciousness and investigate the construct with a correlational approach.

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RESEARCH OBJECTIVE

- To identify the awareness of emotional intelligence among working women.
- To identify how working women are emotionally balanced.
- To identify the interpersonal and intrapersonal skills.
- To analyze the emotional intelligence among working women.

STATEMENT OF PROBLEM

The study proposes to identify whether the women employees are capable of emotional balance and how they perceive, see, understand and manage their emotions as well as others emotions. The survey conducted by means of questionnaire and from the results generated necessary statistical tools will be used to identify proper solutions, thereby enabling the women employees to work efficiently.

RESEARCH DESIGN

The purposes of descriptive research is to Observe, Describe and document the aspects of a situation as it naturally occurs (Polit & Hungler 1999).This involves the collection of data that will provide an account or description of individuals, groups or situations. Instruments we use to obtain data in descriptive studies include questionnaires, interviews and observation. The sample size consists of 150 women working in IT sector. A convenience sample is formed when we select elements from a population on the basis of what elements are easy to obtain. Sometimes a convenience sample is called a grab sample as we essentially grab members from the population for our sample. This is a type of sampling technique that does not rely upon a random process, such as we see in a simple random sample, to generate a sample.

TOOLS USED FOR STATISTICAL ANALYSIS

1. Chi – Square analysis
2. One way ANOVA
3. Independent T test
4. Correlation Co – efficient.

Goleman's (2001) Emotional Intelligence Competencies:

The Emotional Competence Framework - a generic EQ competence framework produced by Daniel Goleman (2006): personal competence - self-awareness, self-regulation, self-motivation, social competence - social awareness, social skills.

Bar-On's (2002) Model of Emotional Intelligence, the Components and Sub-Components of Intrapersonal are Self Regard, Emotional Self-Awareness, Assertiveness, and Independence Self-Actualization. Interpersonal are Empathy, Social Responsibility, and Interpersonal Relationship.

H0: There is no significant relationship between five domains of Emotional Intelligence
H1: There is significant relationship between five domains of Emotional Intelligence

Table 1: Showing Correlation Analysis for the Five Domain of Emotional Intelligence

Correlations		Self awareness	Self regulation	Internal motivation	Empathy	Social skill
Self awareness	**Pearson Correlation**	1	.164[*]	.219[**]	0.154	.246[**]
	Sig. (2-tailed)		0.044	0.007	0.06	0.002
Self regulation	**Pearson Correlation**	.164[*]	1	.289[**]	.470[**]	.260[**]
	Sig. (2-tailed)	0.044		0	0	0.001
Internal motivation	**Pearson Correlation**	.219[**]	.289[**]	1	.307[**]	.279[**]
	Sig. (2-tailed)	0.007	0		0	0.001
Empathy	**Pearson Correlation**	0.154	.470[**]	.307[**]	1	.292[**]
	Sig. (2-tailed)	0.06	0	0		0
Social skill	**Pearson Correlation**	.246[**]	.260[**]	.279[**]	.292[**]	1
	Sig. (2-tailed)	0.002	0.001	0.001	0	
*. Correlation is significant at the 0.05 level (2-tailed).						
**. Correlation is significant at the 0.01 level (2-tailed).						

The five major domains of Emotional Intelligence are positively correlated with each other. The correlation among self awareness and the five domains of EI, there exist a high correlation between self awareness and social skill. Between self – regulation and the five domains of EI, there exists a high correlation between self - regulation and empathy. Between internal motivation and five domains of EI, there exists a high correlation between internal motivation and empathy. Between empathy and the five domains of EI, there exists a high positive correlation between empathy and internal motivation. Between social skill and the five domains of EI, there exists a high positive correlation between social skill and empathy.

Thus there exists a significant relationship between the five domains of Emotional Intelligence Zahn-Waxler C, Radke-Yarrow M. (1990) define Empathy as a one-dimensional measure of affective or emotional empathy. It is a self-report measure of one's ability to vicariously experience another individual's emotions or to feel what someone else feels. Empathy means 'the ability to understand and share the feelings of another.

H0: There is no significant difference between age and empathy among working women.

H1: There is significant difference between age and empathy among working women.

Table 2: Showing One Way ANOVA for Working Women Age and Empathy

ANOVA					
Age					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.693	14	0.121	0.81	0.657
Within Groups	20.147	135	0.149		
Total	21.84	149			

INFERENCE

Since 0.657 > 0.05, there is no reason to reject null hypothesis. Therefore there is no significant difference between age and empathy.

CHI – SQUARE ANALYSIS FOR WORKING WOMEN EDUCATION AND DESIGNATION

H0: There is no significant association between the education level and the designation of the working women.

H1: There is significant association between the education level and the designation of the working women.

Education * Designation Cross tabulation						
			Designation			Total
			Lower Level	Middle Level	Top Level	
Education	Diploma\IT	Count	3	1	1	5
		Expected	1.4	3.4	0.2	5
	UG	Count	28	60	1	89
		Expected	24.9	59.9	4.2	89
	PG	Count	11	40	5	56
		Expected	15.7	37.7	2.6	56
Total		Count	42	101	7	150
		Expected	42	101	7	150

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.502[a]	4	0.014
Likelihood Ratio	12.293	4	0.015
Linear-by-Linear Association	5.216	1	0.022
N of Valid Cases	150		
a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is .23.			

Since 0.014 < 0.05 there is no reason to reject alternate hypothesis. Therefore there is a significant association between the education level and the designation of the working women.

INDEPENDENT SAMPLE T TEST AMONG MARITAL STATUS AND SELF – REGULATION

H0: The variability between marital status and self – regulation is not different.

H1: The variability between marital status and self – regulation is different

Group Statistics					
	Marital Status	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Self Regulation	Married	25	3.34	0.64636	0.12927
	Unmarried	125	3.628	0.52922	0.04734
	Levene's Test for Equality of Variances				
				F	**Sig.**
Self Regulation	Assumed			0.072	0.789
	Assumed				

Since 0.789 > 0.05, there is no reason to reject null hypothesis. Therefore the variability between marital status and self – regulation is not different.

CONCLUSION

The main objective of the study awareness of Emotional Intelligence among working women based on five domains: self – awareness, self – regulation, internal motivation, empathy and social skills. From the study it was understood that very few women were aware of the term Emotional Intelligence while a majority were not aware of it but were able to perceive that it was something related to the behavior of the person. From the study, it was seen that there was no significant association between the age of the women and the empathy stating that age does not matter to be empathetic and also there was no significant association between education and social skill. So it is clear that even if the women have a higher degree or a UG they know to behave properly in a social gathering.

Emotional Intelligence benefits women in workplace by

- Better professional relationships
- Increased personal effectiveness
- Improved thinking skills
- Better self management
- Improved leadership capability

Finally emotional intelligence is knowledge that cannot be fed to someone with books or teachings. It has to be recognized and learned through one's self and experiences.

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