

Software Professionals' Emotional Competency during Pre-Post Emotional Intelligence Intervention

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Abstract:

Every individual wants to succeed both in his personal and professional life. Current research focuses on the effect of Emotional intelligence training on Emotional competency. Moreover, among the service sector, software industry contributes much towards country's GDP and for that reason researcher has focused the study towards software professionals. Researcher has adopted quasi-experimental research design to find out the effect of Emotional intelligence training over Emotional competency among software professionals before and after EI training. From the primary data collected through EI test questionnaire, analysis and discussions was done with the help of statistical tools. Few suggestions have been listed to enhance Emotional intelligence and Emotional competency ability among software professionals that would definitely contribute towards their personal and professional life success.

Key words: Emotional Intelligence, Emotional Competency, Emotional Quotient, Software Professionals.

I. INTRODUCTION

Success is an evergreen buzz word in every nook and corner of the world for all individuals, corporate, industries and society as a whole. Each individual's success contributes towards success of corporate or industry where he/she working and success of the corporate or industry contributes towards success of a society and country's economy as a whole. Information technology's contribution is high towards country's economy comparing to other sector. Moreover, among IT industry, software industry's contribution is high and hence the tasks of software professionals have become more demanding globally. Simultaneously, Software professionals when allocated with projects, they work long hard hours to complete projects in front of the systems with high contribution of mental applications and are constantly under pressure. Hence, their challenges are getting multiplied to create and innovate new things, and to interact with people from different functions. These situations cause software professionals to be agitated, resentful, anxious, frustrated, and stressed-out much of the day. This is the situation where their emotions are unbalanced and cause them "Emotional hijacking" a Physiological response in the brain that literally keep people from not thinking clearly. Simultaneously, in today's competitive world, companies are in need of employees with technical knowledge, social and emotional abilities. As a result, Emotional intelligence (EI) is that ability that contributes much in developing these Emotional competencies among individuals. Therefore, the current study focuses on software professionals' Emotional competency during pre-post Emotional intelligence intervention. The reason for focusing on software industry and software professionals is that their contribution is high towards country's economy comparing to other sector. Therefore, the current study is carried on for the betterment of the software professionals on enhancement of Emotional competencies through Emotional intelligence intervention.

Emotional intelligence ability helps an individual to work effectively with all the different and difficult types of people in the workplace, from co-workers to customers to suppliers to higher-ups. Furthermore, EI ability helps to avoid miscommunications, resolve conflicts, reach consensus, build a cohesive work environment and get things done. For an individual when EQ score is high it doesn't mean that they are high and good in Emotional Intelligence is the ability that can be developed throughout one's life time through Emotional intelligence intervention program that in turn helps individuals to develop and retain their Emotional competencies they have developed. Emotional competency is a learned capability that leads an individual to outstanding performance at work and indicates the degree to which his potential is being translated into on-the-job capabilities. According to Dr. Dalip Singh (2003), Emotional Competency means the capacity to tactfully respond to emotional stimuli elicited by various situations; having high self-esteem and optimism; communication skills; ability to tackle emotional upsets at any point of time. Hence, enhancing the software professional's Emotional competency ability provides them to manage their own emotional reactivity towards people and situations and to build interpersonal skills that allow them to get others to help them when they need it. Strong Emotional competency skills guarantee them to complete their projects on schedule with the incorporation of best innovative thinking that is available both inside and outside the organization. As part of this, the current research paper deals with investigation on the effect of Emotional intelligence training over Emotional competency among software professionals.

II. REVIEWS OF PAST STUDIES

Seligman (1990) has found that, Optimism is another Emotional competence that leads to increased productivity. New salesmen at Met Life who scored high on a test of "learned optimism" sold 37 percent more life insurance in their two years than pessimists.

Spencer (1997) in his study an analysis for more than 300 top level executives from fifteen global companies showed that six emotional competencies distinguished stars from the average: Influence, Team Leadership, Organizational Awareness, self – confidence, Achievement Drive, and Leadership.

Goleman (1998) found that, competency research in over 200 companies and organizations worldwide, suggests that, about one – third of this difference is due to technical skill and cognitive ability while two- thirds is due to Emotional Competence. In top leadership positions, over four–fifths of the difference is due to Emotional Competence.

Daniel Goleman and Richard Boyatzis (1999) have found that Software developers with high levels of Emotional Intelligence can develop effective software three times faster than others. Sales Consultants with high levels of Emotional Intelligence generate twice the revenue of their colleagues. A national furniture retailer found that sales people hired based on Emotional Intelligence has half the dropout rate during their first year. Experienced partners in a multi – national consulting firm who were assessed on their levels of Emotional Intelligence delivered \$1.2 million more profit from their accounts than did other partners – a 139% incremental gain.

McClelland (1999) Coca-Cola saw a division leaders who developed EQ competencies outperform their targets by more than 15% Division leaders who didn't develop their EQ missed targets by the same margin.

Goleman (2001) has suggested that the competencies associated with Emotional Intelligence relate to four cardinal domains, defined by two key domain facets: Ability – recognition versus regulation of emotion, and Target – whether competence relates to self versus others.

Hence, the above reviews of past studies reveals that Exploratory research studies has been carried on Emotional intelligence over employees leadership, performance, personality, self-efficacy, occupational stress, occupational burnout, psychological well-being. Moreover, Experimental research studies also been done on Emotional intelligence over performance, productivity and EI training modules, EI training with one group, EI training with comparison with two groups only after EI intervention. Therefore, as there is there no proven result on effect of Emotional intelligence intervention on the level of Emotional competency before and after Emotional intelligence intervention with control and experimental groups especially among software professionals that turns out to be a research gap being identified from the literature review.

III. OBJECTIVES OF THE STUDY

- Investigating the effect of Emotional intelligence intervention on Emotional competency during Pre-Post Emotional Intelligence intervention among experimental group.
- Investigating the effect of Emotional intelligence intervention on Emotional competency during pre-post Emotional Intelligence intervention among control group.
- Exploring the significant difference in Emotional competency gain scores between control group and experimental group during pre-post Emotional intelligence intervention period.

IV. METHODOLOGY

Quasi experimental design has been used in the present study. In this study, as a first step, one particular company has been selected based on the convenient sampling method. Subsequently, out of 300 total software professionals in the organization only 60 software professionals were selected in such a way that, every fifth unit from 300 software professionals were selected and finally it arrived to 60 samples totally. Among these 60 samples, all odd numbered samples are grouped and framed as control group and all even numbered samples are grouped and framed as experimental group. As the samples were selected systematically, systematic sampling technique was adopted.

Software professionals who hold designations such as Software Programmers, Software testing analyst, System administrator and Team leaders constitute the target samples. Then both groups underwent with pre-test using Emotional intelligence questionnaire. After pre-test, experimental group was imparted with Emotional intelligence intervention program. Thereafter, these two groups underwent with pre-test and post-test using the same Emotional intelligence questionnaire. Then the results are compared between control and experimental group before and after Emotional intelligence intervention program. Hence, pre-test and post-test were conducted for both groups in order to evaluate their Emotional intelligence level before and after Emotional intelligence intervention program to know the effect of Emotional intelligence intervention program among software professionals.

Emotional intelligence test measures the respondent's emotional responses to different situations i.e., the way they use their emotional skills in their personal and professional life which in turn indicates their Emotional intelligence level. Among 22 variables, 5 variables measure Emotional sensitivity level, 7 variables measure Emotional maturity level and remaining 10 variables measure Emotional competency level, altogether these 22 variables measures the Emotional intelligence level. Emotional sensitivity being one among the psychological dimension of Emotional intelligence constitutes variables such as understanding the threshold of emotional arousal, managing the immediate environment, maintaining rapport, harmony and comfort, being honest in inter-personal dealings and realizing communicability of emotions. Emotional maturity being the other psychological dimension of Emotional intelligence constitutes variables such as the ability to evaluate emotions of oneself and others, identify and express feelings, balance the state of heart and mind, appreciate other's point of view, develop others, delay gratification of immediate psychological satisfaction and being adaptable and flexible. Emotional competency being the third psychological dimension of Emotional intelligence, constitutes variables such as the capacity to tactfully respond to emotional stimuli, high self-esteem and optimism, communication skills, ability to tackle emotional upsets, enjoying emotions, doing what succeeds, ability to relate to others, emotional self-control, capacity to avoid emotional exhaustion and learning to avoid negativity of emotions.

Based on the test-retest reliability, the reliability values are found to be 0.866 (pre-test) and 0.876 (post-test) respectively according to Cronbach's alpha. The calculated CFI (Comparative fit index) values for the factors Emotional sensitivity, Emotional Maturity and Emotional Competency are 1.000, 1.000 and 1.000 respectively which are greater than 0.90 value suggested by Hu and Bentler, 1999 which means that factors Emotional sensitivity, Emotional maturity and Emotional competency are perfectly fit.

V. DISCUSSIONS

On completion of Emotional intelligence intervention program, pre-post test was conducted for both experimental and control group. With the arrived results of pre-test and post-test, t-test was applied to find out the significant difference among experimental and control group before and after Emotional intelligence intervention in order to examine the effect of Emotional intelligence training on Emotional competency. In the present study inferential statistics reveal the results obtained using appropriate statistical tools for the set of objectives and hypothesis framed.

I. Null Hypothesis (H_0): There is no significant difference between pre and post test scores with regard to Emotional competency of control group.

Table 1. Paired t test for significant difference between pre and post test scores with regard to Emotional competency among control group.

Control group	Pre-test		Post-test		t value	p value
	Mean	SD	Mean	SD		
Emotional competency	31.40	1.83	31.50	1.85	0.619	0.544

On the completion of Emotional intelligence intervention program, post-test was conducted for control group though they were not given Emotional intelligence training. In Table 1. as p value is greater than 0.05 with regard to Emotional competency of control group, null hypothesis is accepted at 5% level of significance. Hence, there is no significant difference between pre-test and post-test scores with regard to Emotional competency of control group. Therefore, proved significantly that there is no effect on Emotional competency level among control group software professionals before and after EI intervention because of the reason that they were not given any training on Emotional intelligence and on its related strategies.

II. Null Hypothesis (H_0): There is no significant difference between pre and post test scores with regard to Emotional competency among experimental group.

Table 2. Paired t-test for significant difference between pre and post test scores with regard to Emotional competency among experimental group.

Experimental group	Pre-test		Post-test		t value	p value
	Mean	SD	Mean	SD		
Emotional competency	31.97	2.00	35.07	2.15	7.709	0.000 **

** denotes significant at 1% level

Since p value is less than 0.01 with regard to Emotional competency of experimental group in the above Table 2, null hypothesis is rejected at 1% level of significance. Hence, there is significant difference between pre and post test scores with regard to Emotional competency of experimental group. This reveals that Emotional competency level has been increased after attending EI intervention program which in turn infers that there occurred a real time effect on Emotional competency among the treatment group due to EI intervention.

III. Null Hypothesis (H_0): There is no significant difference between control and experimental group with regard to Emotional competency of pre-test scores.

Table 3 t- test for significant difference between control and experimental group with regard to emotional competency of pre-test scores.

Pre-test	Control group		Experimental		t value	p value
	Mean	SD	Mean	SD		
Emotional competency	31.40	1.83	31.97	2.00	1.142	0.831

p value in the Table 3 is greater than 0.05 with regard to Emotional competency during pre-test period and so null hypothesis is accepted at 5% level of significance. Hence there is no significant difference between control and experimental group with regard to Emotional competency of pre-test scores. When pre-test is conducted and tested with the framed hypothesis, results proved that both control and experimental group does not differ significantly with regard to Emotional competency. Therefore obtained results reveal that both control group and experimental group are identical with regard to Emotional competency.

IV. Null Hypothesis (H_0): There is no significant difference between control and experimental group with regard to Emotional competency of post-test scores.

Table 4 t test for Significant Difference between Control and Experimental Group with Regard to Emotional Competency of Post-Test Scores.

Post-test	Control group		Experimental		t value	p value
	Mean	SD	Mean	SD		
Emotional competency	31.50	1.85	35.07	2.15	6.887	0.000**

** denotes significant at 1% level

From Table 4, p value is observed to be less than 0.01 and so null hypothesis is rejected at 1% level of significance with regard to Emotional competency of post-test scores. Hence there is significant difference between control and experimental group with regard to Emotional competency of post-test scores. On completion of EI intervention period, both control and experimental group differ significantly that reveals a real time effect on Emotional competency among one group due to EI intervention program. Subsequently, based on the mean values shown in Table 4, experimental group has been observed to be experienced with the effect on their Emotional competency comparing to control group after attending EI intervention program. The reason behind the obtained result is that EI training is imparted to experimental group alone. This leads to arrive at a conclusion that training on Emotional intelligence will definitely enhance the Emotional competency level of individuals.

V Null Hypothesis (H_0): There is no significant difference between control and experimental group with regard to Emotional competency of gain scores.

Table 5. T Test For Significant Difference Between Control And Experimental Group With Regard To All Dimensions Of Emotional Intelligence Of Gain Scores.

Gain score	Control group		Experimental		t value	p value
	Mean	SD	Mean	SD		
Emotional competency	0.10	0.89	3.10	2.20	6.922	0.000**

** denotes significant at 1% level

From the above Table 5, as p value is observed to be less than 0.01, null hypothesis is rejected at 1% level of significance with regard to Emotional competency of gain scores. Hence, there is significant difference between control and experimental group with regard to Emotional competency of Gain scores. Moreover, based on the mean values of control and experimental group with regard to their Emotional competency, experimental group has been observed to be gained more when comparing to control group as a result of EI intervention program being imparted to experimental group alone. This exhibits that EI intervention program has manipulated the experimental group to a great extent with a positive effect among them. Accordingly, result reveals that EI intervention program has influenced the software professionals who have received EI training program comparing to those who have not received EI training program with regard to Emotional competency. Therefore, the result turns out to be an evidence for EI training among individuals would definitely lead them to accomplish assured success both in their personal and professional life.

VI. CONCLUSION

Arrived results reveal and statistically prove that Emotional Intelligence training would definitely increase the level of Emotional competency among software professionals. Moreover, the result discloses that Emotional intelligence is an ability that can be acquired and learned at any point of an individual's life time through EI training that would help them to obtain success both in their personal and career life. As a result, when emotional competencies are developed and enhanced periodically, both the employees and corporate could attain their overall objectives that would definitely lead them to attain and retain success always. Hence, research result suggest that Emotional Intelligence training could be imparted to software professionals and for any individual who is need of the emotional abilities, not just once but continuously because of the reason that emotional abilities should be rejuvenated habitually due to variations in blend of emotions being provoked within each individual at different times.

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