

Dynamics of Emotional Intelligence and Job Performance

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Abstract:

In recent times many studies have revealed that emotional intelligence influence the job performance of employees in a big way. "Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions; emotional sensitivity, emotional maturity and emotional competency, which motivate an individual to recognise truthfully, interpret honestly and handle tactfully the dynamics of human behaviour." (Singh, 2001) Using this definition of emotional intelligence by Dr.Dalip Singh as the operational definition and the EQ test developed by Dr.Dalip Singh & N.K.Chadha, this study attempts to measure the emotional intelligence of Indian corporate employees and explore the dynamics between their emotional intelligence and job performance. This study was conducted by collecting primary data from corporate employees through questionnaires for measurement of EQ. To ascertain Job performance of employees, secondary data was collected by obtaining performance ratings from the HR departments. The study covered 216 samples from five organisations from the manufacturing sector located in Mysore and Mandya district in the State of Karnataka.

Key Words: *Emotional Intelligence, Emotional Sensitivity, Emotional Maturity, Emotional Competency and Job Performance.*

I. INTRODUCTION

HR fraternity of the modern corporate world is on a constant quest for novel ways of maximizing human performance. The search involves deep understanding of human behavior which requires insights into the emotional and quotient of the employees. Knowledge about these aspects can make a huge positive difference to the effectiveness of performance improvement programs especially in an era of teamwork and coordination. Many studies conducted in the west have revealed a significant and positive influence of emotional intelligence and job performance. A few studies have also endorsed the western findings in the Indian and Asian context as well. Indian culture being so richly diverse and emotional intelligence being so highly culture specific, western conclusions may or may not be very relevant in the Indian context. More research studies are necessary in the Indian corporate world to understand and influence of emotional intelligence on the performance of corporate employees.

Daniel Goleman, widely regarded as the man who richly contributed to the concept of emotional intelligence has presented a model of emotional intelligence which is highly popular. In an article Daniel Goleman outlines five main EI constructs in his Emotional intelligence model viz; Self awareness, Self regulation, Social skill, Empathy and Motivation. (Goleman, 1998) This study however follows the emotional intelligence model proposed by Dr.Dalip Singh. Dr.Singh calls his model of emotional intelligence, a theory of personality and identifies three basic dimensions namely; emotional competency, emotional maturity and emotional sensitivity.

Before venturing into the dynamics of emotional intelligence and job performance of corporate employees, perhaps it would be appropriate to define some of the key words associated with this study and briefly describe and discuss the concept of emotional intelligence and Dr.Dalip Singh's model of emotional intelligence.

Emotions:

The origin of the word emotion is traced back to mid 16th century and is said to have drawn from French *émotion*, from *émouvoir* meaning 'to stir up' 'excite', based on Latin *emovere*, from *e-* (variant of *ex-*) 'out' + *movere* 'move'. The current sense dates from the early 19th century. Emotions are regarded to be so deep and powerful, in Latin they were described as '*Motus anima*' literally meaning the 'spirit that move us'.

Oxford dictionary defines emotion as 'a strong feeling deriving from one's circumstances, mood, or relationships with others'. Adding further it says 'emotion is an instinctive or intuitive feeling as distinguished from reasoning or knowledge.'

Intelligence:

A simple definition of intelligence states that it is 'the ability to acquire and apply knowledge and skills'.

Eleanor Rosch's theory of concepts, applied to the concept of intelligence, suggests that one's intelligence is just the degree to which one resembles a prototypically intelligent person. Because no single characteristics define the prototype, there can be no adequate process-based definition of intelligence. (Neisser, 1979)

David Wechsler defines intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment." He refers to "non-intellective" as well as "intellective" elements, by which he means affective, personal and social factors. (Wechsler, 1940)

Emotional Intelligence:

Mayer and Salovey initially defined emotional intelligence as, "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." (Salovey, 1990) However, after pursuing further research, their definition of EI evolved into "the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

In 1998 Daniel Goleman defined emotional intelligence as "the capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complimentary to, academic intelligence or the purely cognitive capacities measured by IQ"

Some of the Indian exponents have defined emotional intelligence as follows.

Dalip Singh: "Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions; emotional sensitivity, emotional maturity and emotional competency, which motivate an individual to recognise truthfully, interpret honestly and handle tactfully the dynamics of human behaviour." (2001)

Mala Kapadia: "Emotional intelligence from the Vedic psychology perspective, can be described as transformation of mind, body and spirit to realise our true potential for the universal wellbeing and abundance of joy." (Kapadia, 2004)

N.K.Chadha: "All intelligence have an emotional base. Using our emotions as a source of energy to accomplish the self defined goals is what emotional intelligence consists of." (Chadha, 2005)

Job Performance:

Job performance simply means the effectiveness of execution of one's job requirements. In other words, how well an employee fulfils the expectations of his/her employer in terms of his/her job related activities is known as job performance. Job performance is essentially a multi dimensional and dynamic concept. Campbell primarily defines Performance as behaviour and he distinguishes processes from the outcomes in his concept of job performance. Employee's behaviour alone does not guarantee the desired outcomes as the results are also influenced by various other factors. Moreover, performance must be distinguished from effectiveness and from productivity or efficiency (Campbell, 1996)

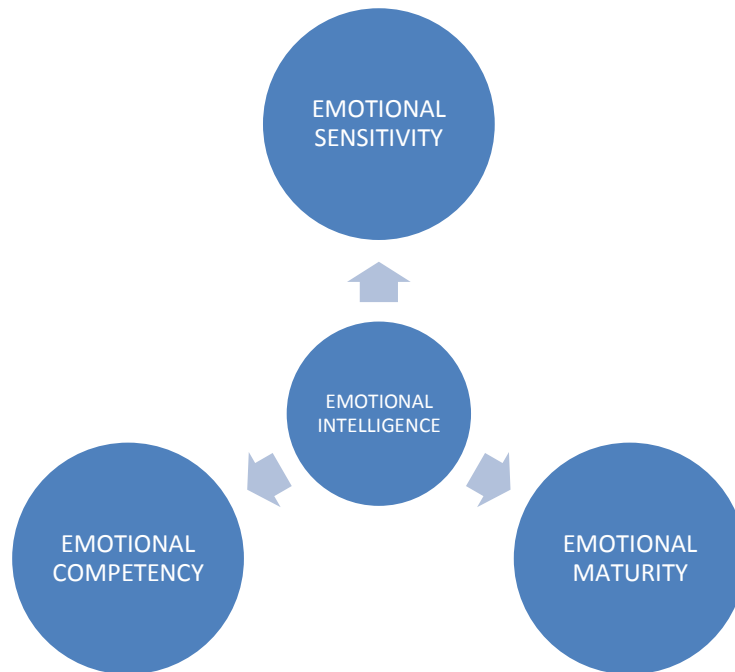
Dr. Dalip Singh's model of emotional intelligence:

As this study uses the questionnaire developed by N.K.Chadha and Dalip Singh to measure the EQ of corporate employees, it would only be appropriate to take a look at Dr. Dalip Singh's model of emotional intelligence. Dr.

Dalip Singh calls his model of emotional intelligence, a theory of personality and identifies three basic dimensions namely; emotional competency, emotional maturity and emotional sensitivity. He goes on to describe the three dimensions as under.

Emotional Sensitivity: Constitutes understanding the threshold of emotional arousal; managing the immediate environment; maintaining rapport, harmony and comfort with others and letting others feel comfortable in your company. It also involves being honest in interpersonal dealings; interpreting emotional cues truthfully; realising communicability of emotions, moods and feelings; and having an insight into how others evaluate and relate to you.

Emotional Maturity: The ability to evaluate emotions of oneself and others; identify and express feelings; balance the state of heart and mind; appreciate other's points of view; develop others; delay gratification of immediate psychological satisfaction; and being adaptable and flexible.



Emotional Competency: 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 such as frustration, conflicts, egoism and inferiority complexes; enjoying emotions; doing what succeeds; ability to relate to others; emotional self control; capacity to avoid emotional exhaustion such as stress and burnout and learning to avoid negativity of emotions.

Research Questions:

Following are the specific research questions which this research attempts to address:

1. How to evaluate the emotional intelligence of corporate employees?
2. How to evaluate the job performance of corporate employees?
3. What are the dynamics of emotional intelligence and its dimensions with the job performance of corporate employees?
4. How to enable the organisations to use emotional intelligence effectively to leverage performance enhancement of employees?

II. OBJECTIVES OF THE STUDY

This study aims at achieving the following objectives;

- To measure the Emotional intelligence (EQ) of Indian corporate employees.
- To ascertain employee performance by obtaining their performance ratings from the companies.
- To analyse the dynamics of EQ of employees and their Job performance.
- To study whether demographic variables influence EQ of corporate employees.

III. VARIABLES CONSIDERED UNDER THE STUDY

The Variables considered for this study have been broadly classified as Independent variables and dependent variables

Independent Variable:

- (i) Demographic variables of the selected population.

Dependent Variables:

- (ii) Emotional intelligence quotient (EQ) of corporate employees.
- (iii) Job performance of corporate employees.

The study includes an extensive analysis of interrelationships of the above variables with one another. Hypotheses have been formulated and tested to explore the nature of correlations between these variables.

IV. RESEARCH HYPOTHESES

The proposed research hypotheses are,

Hypothesis 1- There will be no significant relationship between EQ of corporate employees and their Job performance.

Hypothesis 2 - Demographic variables do not have significant influence over EQ of corporate employees.

The second hypothesis about the association of demographic variables has been considered separately for EQ across age, gender, experience and education. Hence the third hypothesis has been broken down to the following eight hypotheses.

Hypothesis 2 (a) - Age of corporate employees does not have significant influence over their EQ.

Hypothesis 2 (b) - Gender of corporate employees does not have significant influence over their EQ.

Hypothesis 2 (c) – Experience level of corporate employees does not have significant influence over their EQ.

Hypothesis 2 (d) – Education level of corporate employees does not have significant influence over their EQ.

V. RESEARCH METHODOLOGY

The validity of a research study depends on the systematic method of data collection and appropriate data processing and logical analysis and interpretation of the same. This study extensively uses primary data and secondary data for analysis and interpretation. Primary data pertaining to 216 samples was collected using judgement sampling technique through distribution of self reporting questionnaires to corporate employees working in various manufacturing companies. Performance ratings obtained from these companies and other relevant secondary data was also used. Hypotheses of the study are tested using suitable statistical techniques and the results are analysed and interpreted before logical inferences and conclusions are drawn and summarised.

The primary focus of this study has been the dynamics of emotional intelligence and job performance of corporate employees. The findings of this study about the association of demographic variables and emotional intelligence would have a limited validity confined to the Indian corporate context only. To capture the real essence of the association of demographic variables and emotional intelligence, the considered sample should involve a much larger spectrum which is obviously not available in the population of corporate employees. However within the limited confines of the present research, the exercise of studying the demographic variables and emotional intelligence of corporate employees can be quite rewarding.

VI. DATA COLLECTION

Requisitions seeking permission to conduct the present study were submitted to some of the professionally managed manufacturing companies located around Mysore and Mandya. After obtaining the necessary permission, data was collected from randomly selected employees of these organisations through various methods like observation, personal interviews, discussions, responses to questionnaires etc. Although predominantly primary data is collected, the study has also relied upon secondary data like house magazines and trade journals wherever found suitable. Secondary data is also collected and employed from various other sources like management journals, web sites on internet, and published and unpublished research papers in relevant areas and so on.

Data so collected was subjected to suitable statistical processes which were subsequently used for comprehensive study of various relevant variables. After an extensive analysis and interpretations logical inferences and conclusions have been drawn.

VII. TOOLS USED FOR DATA COLLECTION

For measurement of EQ of the employees the study has used the EQ test developed by Prof.N.K.Chadha and Dr.Dalip Singh. Primary data was collected by administering the said questionnaires. For Job performance secondary data was drawn from performance ratings of corporate employees obtained from the HR departments of respective organisations.

VIII. SAMPLING DETAILS

The study includes collection and analysis of a stratified random sample of 216 drawn from a population of corporate employees from selected organisations in the manufacturing sector located in Mysore and Mandya districts in Karnataka state. These selected organisations, spread around Mysore and Mandya are not selected at random, but according to the judgement of the researcher and the possibility of accessing reliable and accurate data with the cooperation of these organisations by virtue of good contacts and relationships.

The stratification is based on factors like age, experience, genders and educational qualifications of corporate employees. The following tables reveal the nature of the collected data with demographic stratifications.

Gender and Age Groups of Corporate Employees:

The researcher selected a total sample of 216 of which 176 were male respondents and remaining 40 were female respondents. We find significantly more number of male respondents than female respondents. Age wise comparison revealed that 37.0% of the respondents were in the age group of <30 years, 32.9% of them were in the age group of 31- 40 years, 23.6% of them were in the age group of 41- 50 years. Remaining 6.5% of the sample respondents were in the age group of 51- 60 years. When association between gender and age groups was verified, Cramer’s V revealed a significant association, where we find that male respondents were more aged compared to female respondents.

Table 1. Distribution of the selected sample by gender and age groups.

Age groups (in years)		Gender		Total
		Male	Female	
<30	Frequency	57	23	80
	Percent	32.4%	57.5%	37.0%
31-40	Frequency	61	10	71
	Percent	34.7%	25.0%	32.9%
41-50	Frequency	45	6	51
	Percent	25.6%	15.0%	23.6%
51-60	Frequency	13	1	14
	Percent	7.4%	2.5%	6.5%
Total	Frequency	176	40	216
	Percent	100.0%	100.0%	100.0%
Test statistics		CV=.207; p=.027 (S)		

Note: CV-Cramer’s V

Gender and Experience Groups of Corporate Employees:

Table 2. Distribution of the selected sample by gender and experience groups

Crosstab				
Experience groups (in years)		Gender		Total
		Male	Female	
<5	Frequency	42	21	63

	Percent	23.9%	52.5%	29.2%
6-10	Frequency	47	11	58
	Percent	26.7%	27.5%	26.9%
11-15	Frequency	29	3	32
	Percent	16.5%	7.5%	14.8%
16-20	Frequency	23	2	25
	Percent	13.1%	5.0%	11.6%
20+	Frequency	35	3	38
	Percent	19.9%	7.5%	17.6%
Total	Frequency	176	40	216
	Percent	100.0%	100.0%	100.0%
Test statistics		CV=.269; p=.004 (S)		

Note: CV-Cramer's V

The distribution revealed that over a half of the female respondents i.e., 52.5% had less than five years of work experience where as only 23.9% of the male respondents had less than five years of experience. Collectively 29.2% of the respondents had worked less than five years. The representation in the 6 – 10 years category was observed to be similar across genders. Overall, 26.9% of the respondents were experienced between six and ten years comprising 26.7 % of men and 27.5% of women. While 14.8% of the total respondents were under 11-15 years category, severally constituting 7.5 % of the female respondents and 16.5% of male respondents. 16-20 years category covered 17.6% of the total respondents comprising 5% of women and 13.1% of men. Under the most experienced 20+ years category 17.6% of the total respondents were covered comprising 7.5% and 19.5% of female and male respondents respectively. When association between gender and experience groups was verified, Cramer's V revealed a significant association, where we find that male respondents were more experienced compared to female respondents.

Gender and Education Groups of Corporate Employees:

Table 3. Distribution of the selected sample by gender and education groups

Crosstab				
Educational Qualification		Gender		Total
		Male	Female	
Non-graduates (Job oriented courses/Diplomas etc)	Frequency	16	2	18
	Percent	9.1%	5.0%	8.3%
Graduates	Frequency	123	27	150
	Percent	69.9%	67.5%	69.4%
Post Graduates	Frequency	37	11	48
	Percent	21.0%	27.5%	22.2%
Total	Frequency	176	40	216
	Percent	100.0%	100.0%	100.0%
Test statistics		CV=.077; p=.523 (S)		

Note: CV-Cramer's V

The distribution table revealed that a vast majority of the respondents were graduates/post graduates. Overall, 69.4% of the sample respondents possessed a University degree, comprising of 69.9% of men and 67.5% of women. The data revealed that 22.2% of the total respondents had post-graduate degrees with a representation of 21% and 27.5% from the male and female respondents respectively. Remaining 8.3% of the sample respondents in the non-graduates category had completed Diplomas or Job oriented certificate courses. Just 5% of the female respondents figured in this category while 9.1% of the male respondents were non-graduates. When association between gender and education groups was verified, Cramer's V revealed a significant association. It was observed that the female respondents were relatively more educated than male respondents.

IX. STATISTICAL TOOLS AND TECHNIQUES USED

Both descriptive and inferential statistics have been used for data analysis in this study. The details are as under.

Descriptive Statistics:

To describe the selected samples in terms of measures of central tendency and variability and also for qualitative data analysis this study employs (i) Mean (ii) Standard Deviation (iii) Frequency and (iv) Percent.

Inferential Statistics:

- i) Pearson’s Product Moment Correlation and Stepwise Multiple regressions techniques are used.
- ii) ANOVA: Analysis of Variance was applied to investigate the significance of mean difference between more than two groups
- iii) ‘t’ Test: ‘t’ test was used to find Significance of mean difference between any two groups on a dependent variable.

All the statistical techniques and processes have been carried out using S.P.S.S. 22.00.

X. ANALYSIS AND INTERPRETATION

Hypothesis 1 - There will be no significant relationship between EQ of corporate employees and their Job performance.

Correlation Analysis:

Table No. 4 Results of Correlations:

Emotional intelligence & its Dimensions		Performance
Total Emotional intelligence (TEQ)	Correlation	.693
	Sig.	.001
Emotional sensitivity	Correlation	.596
	Sig.	.001
Emotional maturity	Correlation	.578
	Sig.	.001
Emotional competency	Correlation	.466
	Sig.	.001

Regression Analysis:

Table No. 5 Results of stepwise multiple regressions:

Model	Variables Entered	Variables Removed	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Emotional Sensitivity	.	.596	.356	.353	.69035
2	Emotional competency	.	.662	.438	.433	.64620
3	Emotional maturity	.	.697	.486	.479	.61931

Note: Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Of the 3 dimensions of emotional intelligence when regressed on the performance scores, through stepwise multiple regressions, the analysis revealed that all the 3 dimensions predicted the performance of corporate employees. The first variable to enter into the equation was emotional sensitivity with the correlation coefficient of .596, squared r value of .356 and variance of .353. The second variable to enter into the equation along with emotional sensitivity was emotional competency, with the combined correlation of .662, squared r value of .438 and variance of .433. In the last step, the variable to enter into the equation along with the previous two predicted variables was emotional maturity with the combined correlation of .697, R square value of .486 and variance of .479. Altogether these three domains of emotional intelligence contributed to 47.9% of

the performance. Individually Emotional Sensitivity contributed 35.3%, emotional competency contributed 8%, and emotional maturity contributed 4.6% of the total performance. Remaining contribution to the performance was unaccounted for.

Analysis of Variance ANOVA:

Table No. 6 Results of Regression ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.306	1	56.306	118.144	.001
	Residual	101.990	214	.477		
	Total	158.296	215			
2	Regression	69.352	2	34.676	83.041	.001
	Residual	88.944	213	.418		
	Total	158.296	215			
3	Regression	76.986	3	25.662	66.908	.001
	Residual	81.310	212	.384		
	Total	158.296	215			

Table No. 7

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.233	.300		14.108	.001
	Emotional sensitivity	.040	.004	.596	10.869	.001
2	(Constant)	2.319	.443		5.235	.001
	Emotional sensitivity	.034	.004	.498	9.160	.001
	Emotional competency	.015	.003	.304	5.589	.001
3	(Constant)	1.845	.438		4.216	.001
	Emotional sensitivity	.022	.004	.322	4.925	.001
	Emotional competency	.014	.003	.274	5.220	.001
	Emotional maturity	.015	.003	.289	4.461	.001

The beta coefficients obtained for the first predicted model, i.e., emotional sensitivity was .596 at step 1, .498 and step 2 and .322 at step 3. The beta coefficient obtained for emotional competency at steps 2 and 3 were .304 and .274 respectively. The beta coefficient obtained for emotional maturity is .289 at step 3. The t values obtained for the constants and predicted models varied from 4.216 to 14.108, all of them were significant at .001 level.

Table No.8 Excluded variables-stepwise

Model		Beta In	t	Sig.	Partial Correlation	Co linearity Statistics
						Tolerance
1	Emotional Maturity	.332 ^b	4.873	.001	.317	.587
	Emotional Competency	.304 ^b	5.589	.001	.358	.894
2	Emotional maturity	.289 ^c	4.461	.001	.293	.578

In the first step emotional maturity and emotional competency dimensions were excluded and in the second step emotional maturity dimension was excluded.

Age Groups and EQ of Employees:

Considering corporate employees start their careers in their twenties and retire around sixty, the samples were classified into four groups. The constitution included less than 30years, 31-40, 41-50 and 51-60. Many earlier

studies at the macro level have captured the process of EQ improvement with age where samples included adolescents in their formative years and senior citizens. Although, an overall spectrum of 20-60 years is specifically suitable for corporate employees, the findings may not reflect the association between emotional intelligence and age at the societal level. To examine the significant influence of age over EQ of corporate employees ANOVA – Analysis of Variance was used.

One-way ANOVA Age and EQ (H2a):

Hypothesis 2 (a) - Age of corporate employees does not have significant influence over their EQ.

Table No. 9 Mean Emotional Intelligence scores of corporate employees belonging to different age groups.

EQ and its Dimensions	Age Group	N	Mean	Std. Deviation	Minimum	Maximum
Total Emotional intelligence (TEQ)	<30	80	348.75	35.601	260	420
	31-40	71	349.08	39.327	250	405
	41-50	51	351.86	34.394	245	410
	51-60	14	374.29	17.852	325	395
	Total	216	351.25	36.085	245	420
Emotional Sensitivity	<30	80	78.75 ^{ab}	12.516	40	95
	31-40	71	77.25 ^a	12.895	45	95
	41-50	51	83.04 ^{ab}	13.003	50	100
	51-60	14	86.07 ^b	5.609	80	95
	Total	216	79.75	12.670	40	100
Emotional Maturity	<30	80	107.81	15.525	65	135
	31-40	71	109.93	18.293	55	140
	41-50	51	109.51	15.977	60	135
	51-60	14	117.86	8.254	105	135
	Total	216	109.56	16.330	55	140
Emotional Competency	<30	80	162.19	16.571	110	190
	31-40	71	161.83	17.993	95	195
	41-50	51	159.31	16.971	120	195
	51-60	14	170.36	16.923	125	190
	Total	216	161.92	17.230	95	195

Note: mean values with different superscripts are significantly different from each other as indicated by Scheffe's post hoc test (alpha=.05)

Table No. 10 Results of One-way ANOVA for mean emotional intelligence scores of corporate employees belonging to different age groups.

Variables	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Total EQ	Between Groups	8281.111	3	2760.370	2.154	.095
	Within Groups	271681.389	212	1281.516		
	Total	279962.500	215			
Emotional Sensitivity	Between Groups	1633.709	3	544.570	3.512	.016
	Within Groups	32877.287	212	155.082		
	Total	34510.995	215			
Emotional Maturity	Between Groups	1217.923	3	405.974	1.534	.207
	Within Groups	56115.295	212	264.695		
	Total	57333.218	215			
Emotional Competency	Between Groups	1349.308	3	449.769	1.526	.209
	Within Groups	62478.354	212	294.709		
	Total	63827.662	215			

Age and Total Emotional Intelligence:

In total emotional intelligence, one-way ANOVA revealed a non-significant difference between corporate employees belonging to different age groups ($F=2.154$; $p=.095$). The mean total emotional intelligence scores of corporate employees belonging to different age groups <30, 31-40, 41-50 and 51-60 years are 348.75, 349.08, 351.86 and 374.29, which were statistically same. Employees in the 51-60 years group have been found to be relatively more intelligent emotionally.

Age and Emotional Sensitivity:

One way ANOVA revealed a significant difference between corporate employees belonging to different age groups, as the F value of 3.512 was found to be significant at .016 level. The mean emotional sensitivity scores of the employees in the age group of <30, 31-40, 41-50 and 51-60 years were 78.75, 77.25, 83.04 and 86.07 respectively. Further, Scheffe’s post hoc test revealed that employees in the age group of 31-40 years had least emotional sensitivity, and employees in the age group of 51-60 years had highest. However, no significant mean differences were observed between employees in the age groups of <30 and 31-40 years as well as between employees in the age groups of 41-50 and 51-60 years.

Age and Emotional Maturity:

The mean emotional maturity scores of the employees in the age group of <30, 31-40, 41-50 and 51-60 years were 107.81, 109.93, 109.51 and 117.86 respectively. It may be observed that, there is hardly any difference between 31-40 and 41-50 groups. There is no significant difference in mean scores of different age groups. However, the oldest group is relatively more matured emotionally in comparison with the youngest group of sub thirty. Further, Scheffe’s post hoc test revealed that employees in the age group of less than 30 group years had least emotional maturity, and employees in the age group of 51-60 years had the highest. However, no significant mean differences were observed between employees in the age groups of <30, 31- 40 and 41-50 years.

Age and Emotional Competency:

The mean emotional competency scores of the employees in the age group of <30, 31-40, 41-50 and 51-60 years were 162.19, 161.83, 159.31 and 170.36 respectively. It may be observed that, there is very little difference between <30 and 31-40 and 41-50 groups. There is no significant difference in mean scores of different age groups. However, the oldest group is relatively more emotionally competent in comparison to the other groups of corporate employees. Further, Scheffe’s post hoc test revealed that employees in the age group of 41-50 group years had least emotional competency, and employees in the age group of 51-60 years had the highest.

Gender Groups and EQ of Employees:

Numerous studies in the past have indicated that women are emotionally more intelligent than men. However, as far as this study is concerned only 18.51% of the collected samples are women and the remaining 81.49% are men. By and large, in Indian corporate world gender diversity lacks parity. The predominant male representation in this data may obviously be attributed to relatively lower female presence in the corporate sector. As a consequence the findings may only reflect the situation within the Indian corporate world, which may or may not endorse the results of other macro level studies.

T-Test - Gender and EQ (H2b):

Hypothesis 2 (b) - Gender of corporate employees does not have significant influence over their EQ.

Table No. 11 Mean emotional intelligence scores of male and female corporate employees on various dimensions and total scores.

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total Emotional Intelligence (TEQ)	Male	176	354.66	35.070	2.643
	Female	40	336.25	37.103	5.866
Emotional Sensitivity	Male	176	80.68	12.368	.932

	Female	40	75.63	13.310	2.105
Emotional Maturity	Male	176	111.25	15.625	1.178
	Female	40	102.13	17.464	2.761
Emotional Competency	Male	176	162.70	17.967	1.354
	Female	40	158.50	13.166	2.082

Table No. 12 Mean emotional intelligence scores of male and female corporate employees on various dimensions and total scores

Variable	t-test for Equality of Means			
	t	df	Sig.	Mean Difference
Total Emotional Intelligence (TEQ)	2.965	214	.003	18.409
Emotional Sensitivity	2.301	214	.022	5.057
Emotional Maturity	3.261	214	.001	9.125
Emotional Competency	1.394	214	.165	4.199

Male and female employees differed significantly in total emotional intelligence as well as in two of the three dimensions of emotional intelligence. The values were ($t=2.965$; $p=.003$) total emotional intelligence, and ($t=2.301$; $p=.022$) for emotional sensitivity, and ($t=3.261$; $p=.001$) for emotional maturity. From the mean values it is evident that male employees possessed higher emotional intelligence than female employees. However the difference was not significant with regard to emotional competency as male and female employees had similar emotional intelligence scores.

Experience Groups and EQ of Employees:

For the sake of convenient statistical processing and analysis, corporate employees were classified into different experience groups constituting employees with less than 5 years, 6-10 years, 11-15 years, 16-20 years and more than 20 years.

One-way ANOVA Experience and EQ (H2c):

Hypothesis 2 (c) - Experience level of corporate employees does not have significant influence over their EQ.

Table No. 13

Descriptives							
EQ and its Dimensions	Experience Group	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Total Emotional Intelligence (TEQ)	<5	63	344.60	40.264	5.073	250	420
	6-10	58	347.33	37.478	4.921	250	405
	11-15	32	357.66	27.030	4.778	290	395
	16-20	25	358.60	32.130	6.426	285	405
	20+	38	358.03	34.436	5.586	245	410
	Total	216	351.25	36.085	2.455	245	420
Emotional Sensitivity	<5	63	77.70	13.555	1.708	40	95
	6-10	58	77.33	13.351	1.753	45	95
	11-15	32	80.94	12.078	2.135	50	95
	16-20	25	81.20	8.201	1.640	60	90
	20+	38	84.87	11.768	1.909	50	100
	Total	216	79.75	12.670	.862	40	100
Emotional Maturity	<5	63	106.27	16.872	2.126	65	135
	6-10	58	108.88	16.650	2.186	70	135
	11-15	32	115.47	14.106	2.494	75	140
	16-20	25	111.40	16.490	3.298	55	130
	20+	38	109.87	15.832	2.568	60	135

	Total	216	109.56	16.330	1.111	55	140
Emotional Competency	<5	63	160.63	19.458	2.452	95	190
	6-10	58	161.03	16.107	2.115	130	190
	11-15	32	161.25	13.912	2.459	130	180
	16-20	25	166.00	16.330	3.266	135	195
	20+	38	163.29	18.391	2.983	120	195
	Total	216	161.92	17.230	1.172	95	195

Table No. 14

ANOVA						
Variables		Sum of Squares	df	Mean Square	F	Sig.
Total Emotional Intelligence (TEQ)	Between Groups	8084.452	4	2021.113	1.569	.184
	Within Groups	271878.048	211	1288.522		
	Total	279962.500	215			
Emotional Sensitivity	Between Groups	1698.733	4	424.683	2.731	.030
	Within Groups	32812.263	211	155.508		
	Total	34510.995	215			
Emotional Maturity	Between Groups	1914.339	4	478.585	1.822	.126
	Within Groups	55418.879	211	262.649		
	Total	57333.218	215			
Emotional Competency	Between Groups	651.312	4	162.828	.544	.704
	Within Groups	63176.350	211	299.414		
	Total	63827.662	215			

Experience and Total Emotional Intelligence:

From the above table it may be observed that, in total emotional intelligence, one-way ANOVA revealed a non-significant difference between corporate employees belonging to different experience groups ($F=1.569$; $p=.184$). The mean total emotional intelligence scores of corporate employees belonging to different experience groups - <5, 6-10, 11-15, 16-20 and >20 years are 344.6, 347.33, 357.66 and 358.03 respectively. These mean scores reveals that emotional intelligence tends to improve with experience.

Experience and Emotional Sensitivity:

ANOVA indicated significant difference between different experience groups ($F=2.731$; $p=.030$) with respect to emotional sensitivity. The mean emotional sensitivity scores of corporate employees belonging to different experience groups -<5, 6-10, 11-15, 16-20 and >20 years are 77.7, 77.33, 80.94 81.20 and 84.87 respectively. 6-10 years experience group was found to be least emotionally sensitive while over 20 years experience group was found to be the most. The data seems to suggest that emotional sensitivity improves with experience.

Experience Emotional Maturity:

One-way ANOVA revealed a non-significant difference between emotional maturity of corporate employees belonging to different experience groups ($F=1.822$; $p=.126$). The mean total emotional intelligence scores of corporate employees belonging to different experience groups -<5, 6-10, 11-15, 16-20 and >20 years are 106.27, 108.88, 115.47, 111.40 and 109.56 respectively. These mean scores reveals that emotional maturity is least in the least experienced group of >5 years. Highest emotional maturity was found in the experience group of 16-20 years.

Experience and Total Emotional Competency:

A non-significant difference between emotional competency of corporate employees belonging to different experience groups may be observed from the one-way ANOVA ($F=1.569$; $p=.184$). The mean emotional competency scores of corporate employees belonging to different experience groups -<5, 6-10, 11-15, 16-20 and

>20 years are 160.63, 161.03, 161.25, 166 and 163.29 respectively. The less than 5 years experience group was found to score least in emotional competency while, 16-20 years experience group scored highest.

Education Groups and EQ of Employees:

In order to facilitate convenient statistical processing and analysis of data, corporate employees were classified into three education groups constituting employees who are Non-graduates, graduates and Post-graduates. Most members in the Non-graduate group had pursued job oriented courses like ITI, Diploma and other vocational courses after their higher secondary or pre-university. The essence of the association between education and EQ can be better captured only when the samples include the complete spectrum covering school drop outs as well as Doctoral and Post-doctoral candidates. However the present study can be regarded as relevant and valid in the Indian corporate context.

One-way ANOVA Education and EQ (H2d):

Hypothesis 2 (d) - Education level of corporate employees does not have significant influence over their EQ.

Table No. 15

Descriptives						
EQ and its Dimensions	Age Group	N	Mean	Std. Deviation	Minimum	Maximum
Total Emotional Intelligence (TEQ)	others	18	349.72	39.163	260	395
	Degree	150	351.10	35.350	250	405
	PG	48	352.29	37.924	245	420
	Total	216	351.25	36.085	245	420
Emotional Sensitivity	others	18	80.28	11.816	55	95
	Degree	150	79.40	13.043	40	100
	PG	48	80.63	11.967	50	95
	Total	216	79.75	12.670	40	100
Emotional Maturity	others	18	109.44	15.424	65	130
	Degree	150	109.63	16.467	55	140
	PG	48	109.38	16.555	60	135
	Total	216	109.56	16.330	55	140
Emotional Competency	others	18	160.00	19.478	110	180
	Degree	150	162.07	16.458	95	195
	PG	48	162.19	18.988	120	195
	Total	216	161.92	17.230	95	195

Table No. 16

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Total Emotional Intelligence (TEQ)	Between Groups	97.472	2	48.736	.037	.964
	Within Groups	279865.028	213	1313.920		
	Total	279962.500	215			
Emotional Sensitivity	Between Groups	60.134	2	30.067	.186	.830
	Within Groups	34450.861	213	161.741		
	Total	34510.995	215			
Emotional Maturity	Between Groups	2.690	2	1.345	.005	.995
	Within Groups	57330.528	213	269.157		
	Total	57333.218	215			
Emotional Competency	Between Groups	73.016	2	36.508	.122	.885
	Within Groups	63754.646	213	299.318		
	Total	63827.662	215			

Education and Total Emotional Intelligence:

From the above table it may be observed that, in total emotional intelligence, one-way ANOVA revealed a non-significant difference between corporate employees belonging to different education groups ($F=.037$; $p=.964$). The mean total emotional intelligence scores of corporate employees belonging to different education groups are 349.72, 351.10 and 175.97 for non-graduates, graduates and post-graduates respectively. These mean scores reveal that total emotional intelligence is found to be least in the non-graduates group and the same was found to be highest in corporate employees of the post-graduates group. However the mean scores for total emotional intelligence were not found to be significantly different between corporate employees of different education groups.

Education and Emotional Sensitivity:

With regard to emotional sensitivity, the results of one-way ANOVA revealed a non-significant difference between corporate employees belonging to different education groups ($F=.037$; $p=.964$). The mean total emotional sensitivity scores of corporate employees were found to be 80.28, 79.40 and 80.63 for non-graduates, graduates and post-graduates respectively. These mean scores reveal that emotional sensitivity is found to be least in the graduates group and the same is highest in the corporate employees of post-graduates group. However the mean scores for total emotional sensitivity were not found to be significantly different between corporate employees of different education groups.

Education and Emotional Maturity:

As revealed by one way ANOVA, regarding emotional maturity, no significant difference was noted between corporate employees belonging to different education groups ($F=.005$; $p=.995$). The mean emotional maturity scores of corporate employees were found to be 109.44, 109.63 and 109.38 for non-graduates, graduates and post-graduates respectively. Hardly any significant difference could be noted in these mean scores of emotional maturity of corporate employees of different education groups.

Education and Emotional Competency:

One-way ANOVA results revealed a non-significant difference between emotional competency of corporate employees belonging to different education groups ($F=.122$; $p=.885$). The mean total emotional intelligence scores of corporate employees belonging to different education groups are 160, 162.07 and 162.19 for non-graduates, graduates and post-graduates respectively. These mean scores reveal that emotional competency is found to be least in the non-graduates or others group while the same is found to be the highest in corporate employees of the post-graduates group. However the mean scores in emotional competency of corporate employees were found to be statistically similar across different education groups.

XI. SUMMARY AND CONCLUSIONS

Analysis of results clearly reveals a positive correlation between emotional intelligence of corporate employees and their performance. Total emotional intelligence with all its three components contributed to 47.9% of the performance. Individually Emotional Sensitivity contributed 35.3%, emotional competency contributed 8%, and emotional maturity contributed 4.6% of the total performance. This study did not account for the remaining contributing factors to performance. The findings of regressions ANOVA reveal that the t values obtained for the constants and predicted models varied from 4.216 to 14.108, all of them were significant at .001 levels. Hence, the first hypothesis H1 may be rejected. There is enough evidence to suggest that companies with serious commitment to performance improvement need to pay more attention to the emotional quotient of its work force.

With regard to demographic variables, this study considered four parameters namely; Age groups, Gender groups, Experience groups and Education groups. Corporate employees in various age groups did not differ significantly in their emotional intelligence. The sole exception was noted in the instance of emotional sensitivity wherein, one-way ANOVA revealed a significant difference with F value of 3.512 found to be significant at .016 levels. Although the scores were largely similar and homogeneous across age groups, it was noted that the most experienced employees in the age group of 51-60 were found to have highest EQ and scored relatively higher than all other groups across the three dimensions of EQ.

As the T-test results reveal male and female employees differed significantly in total emotional intelligence as well as in two of the three dimensions of emotional intelligence. The findings indicate that men are emotionally smarter than women and seem to possess higher emotional sensitivity and emotional maturity than their counterparts. However, with regard to emotional competency men and women were found to be similar. The results recommend rejection of hypotheses H2b.

In the third demographic parameter 'experience groups', only with regard to emotional sensitivity employees differed significantly across age groups ($F=2.731$; $p= .030$). Otherwise with regard to EQ and its other two dimensions the difference was not significant. By and large the mean scores reveal that emotional intelligence tends to improve with experience.

The hypothesis H2d was rejected as the one-way ANOVA revealed a non-significant difference between corporate employees belonging to different education groups and their EQ. The mean total emotional intelligence scores of corporate employees belonging to different education groups were also found to be statistically similar.

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