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EMOTIONAL INTELLIGENCE AMONG WOMEN EMPLOYEES OF PRIVATE SECTOR BANKS, WHILE WORKING FROM HOME IN COIMBATORE CITY

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Abstract

Women are multi taskers in their lives- mother, wife, daughter, sister and a lot more. And hence are exposed to a lot of emotions. A working woman is exposed to many other more roles- boss, subordinates. A working woman has to develop skills of self awareness, self management, be motivated, feelings of optimism, positivity and internality, empathy and social skills (collectively called as emotional intelligence) to perform her multiple roles, both at home and at, work place efficiently so as to meet the expectations of both the family members and their organization. Current study focuses on investigating the influence of demographic factors on the level of emotional intelligence among the respondents in Coimbatore city. These factors tested against being determined by their age, job profile, marital status.

Key Words: Emotional Intelligence, working women, empathy, social skills, self awareness, internality, motivation, self management.

Introduction

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work, and achieve your career and personal goals. It can also help you to connect with your feelings, turn intention into action, and make informed decisions about what matters most to you.

Why is emotional intelligence so important?

As we know, it's not the smartest people who are the most successful or the most fulfilled in life. You probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual ability or your intelligence quotient (IQ) isn't enough on its own to achieve success in life. Yes, your IQ can help you get into college, but it's your EQ that will help you manage the stress and emotions when facing your final exams. IQ and EQ exist in tandem and are most effective when they build off one another.

Emotional intelligence affects:

Your performance at school or work. High emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging important job candidates, many companies now rate emotional intelligence as important as technical ability and employ EQ testing before hiring.

Your physical health. If you're unable to manage your emotions, you are probably not managing your stress either. This can lead to serious health problems. Uncontrolled stress raises blood pressure, suppresses the immune system, increases the risk of heart attacks and strokes, contributes to infertility, and speeds up the aging process. The first step to improving emotional intelligence is to learn how to manage stress.

Your mental health. Uncontrolled emotions and stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand, get comfortable with, or manage your emotions, you'll also struggle to form strong relationships. This in turn can leave you feeling lonely and isolated and further exacerbate any mental health problems.

1. Self-Awareness includes the ability to recognise and understand one's own moods, emotions, and drives and accepting oneself with strengths and weaknesses.

2. Self-management includes the ability of a person to redirect and control disruptive impulses and moods, judging how others might feel before taking action, and postponing gratification of immediate needs for long-term goals.
3. Internality and optimism include an orientation of taking charge of the situations, seeing failure is this temporary, high Hope and intense involvement in experiences as contrasted with brooding over and recollecting miseries.
4. Motivation involves a person's passion to work for reasons that go beyond money or status, resilience, that is, ability to bounce back from disappointments, and pursuing goals with energy and persistence.
5. Empathy is the ability of a person to understand the emotional make-up of other people. It also involves skill in dealing with ' people according to their emotional reaction '. At the very least, empathy requires being able to read another's emotions; at a higher level, it entails sensing and responding to a person's unspoken concerns of feelings. At the highest levels, empathy is understanding the issues or concerns that lie behind another's feelings.
6. Social skills refer to a person's proficiency in managing relationships and building networks. It is reflected in building and leading teams.

Emotional Intelligence helps the employees to increase their emotional self-awareness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. "Emotional intelligence is one of the few key characteristics that gives rise to strategic leaders in organizations". Emotional intelligence plays a significant role in the organization and becomes an important criterion of evaluation for judgment of an effective employee, increases productivity and trust within and across the organization.

Review of Literature

Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010) "Trait emotional intelligence profiles of students from different university faculties" had examined that the trait emotional intelligence (trait EI or trait emotional self-efficacy) profiles of 512 students from five university faculties: technical studies, natural sciences, social sciences, arts, and humanities. Using the Trait Emotional Intelligence Questionnaire, researchers hypothesised that (a) social sciences would score higher than technical studies in Emotionality, (b) arts would score higher than technical studies in Emotionality, (c) arts would score lower than technical studies in Selfcontrol, and (d) there would be an interaction between gender and faculty, whereby female students would score higher than male students within the social sciences only. Several other exploratory comparisons were also performed. Results supported hypotheses (a), (b), and (d), but not hypothesis (c), although the differences were in the predicted direction. Nelis, Quoidbach, Mikolajczak and Hansenne (2009) "Emotional Intelligence Interventions to Increase Student success" focused on the construct of emotional intelligence (EI) which refers to the individual differences in the perception, processing, regulation, and utilization of emotional information. As these differences have been shown to have a significant impact on important life outcomes. This study investigated, using a controlled experimental design, whether it is possible to increase EI. Participants of the experimental group received a brief empirically derived EI training while control participants continued to live normally. The researchers found a significant increase in emotion identification and emotion management abilities in the training group. Follow-up measures after 6 months revealed that these changes were persistent. No significant change was observed in the control group. These findings suggest that EI can be improved and open new treatment avenues. Hopkins & Bilimoria (2008) in his study "Social and Emotional Competencies Predicting Success for Male and Female Executives" explored the relationship between emotional and social intelligence competencies and organizational success. The study illustrates not much of differences between male and female leaders in their demonstration of emotional and social intelligence competencies and also found that when it comes to competency demonstration most successful men and women were more the same than different. However gender did play a reasonable role in the relationship between the demonstration of these competencies and success. 65

Further male leaders were considered to be more successful, even though male and female leaders demonstrated the same level of competencies. The four competencies that divided the most successful male and female leaders from their typical counterparts were Self Confidence, Achievement Orientation, Inspirational Leadership and Change Catalyst.

Research Methodology

Data Sources

Primary: A questionnaire was administered to 100 women residents employed in private sector banks in various parts of Coimbatore city through google form. Based on the responses received, the same was trimmed down to 93 responses. The questions related to certain personal details, motivation levels, and internality and optimism levels were included in the schedule and was circulated among these samples were collected. snowball sampling technique was adopted to elicit information from various age Groups (25-55), people engaged in various occupations.

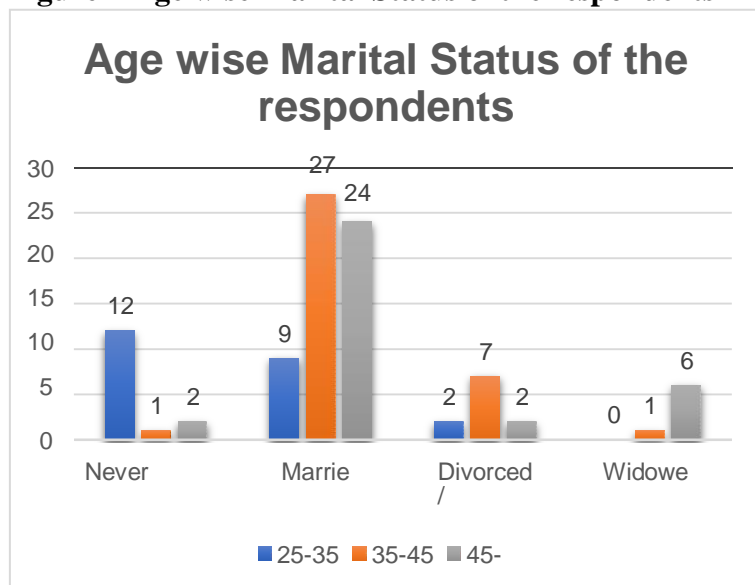
Secondary: M.Phil/ PhD Thesis, Journals and other periodicals.

Period of data collection; January, 2021 to March, 2021

The data so collected was analysed using various Statistical Softwares. Statistical tools fit were frequency analysis, chi-squared test, Chronbach's alpha test to check the reliability of the test, variable extraction tool is used.

Results and Discussion

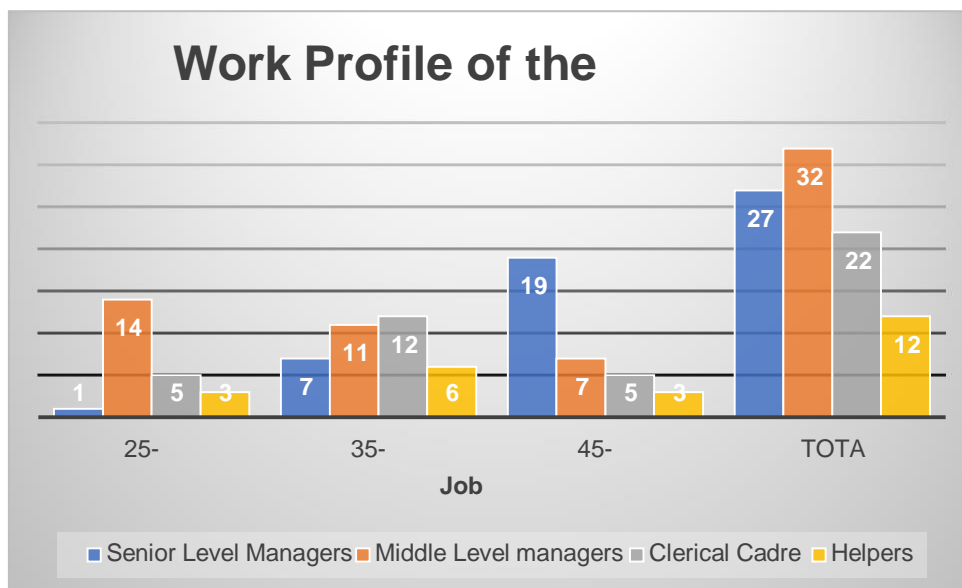
Figure 1 Age wise Marital Status of the respondents



Source: Analyses were based on the sample surveyed

Figure 1 above shows the age wise marital status of the respondents. Majority of them belonged to the age group of 35-45 about thirty nine percent of the respondents from the age group of 35-45 and almost an amount were from the age group of 45-55(thirty seven per cent).Majority (about sixty four and a half per cent are married) while only a few respondents are never married(fifteen per cent) or divorced (eleven/ seven)per cent) or separated or widowed).

Figure 2 Work Profile of the respondents



Source: Analyses were based on the sample surveyed

Figure 2 shows the age-wise work cadre of the respondents. Majority of the respondents in the age group of 45-55 were in the cadre of senior managers (over fifty five percent of the women in the age group) and out of the total over thirty seven per cent of the respondents in that age group. Very few, a little less than thirteen percent of the respondents were helpers. Twenty percent of the total respondents were working in clerical cadre.

Testing of Hypotheses

H1: There is no significant association between the age of the respondents and emotional intelligence.

H2: There is no significant association between the marital status of the respondents and their emotional intelligence

H3: There is no significant association between the monthly salary of the respondents and their emotional intelligence

H4: There is no significant association between the level of education of the respondents and their emotional intelligence.

H5: There is no significant association between the age of the respondents and their emotional intelligence.

H6: There is no association relationship between the years of work experience of the respondents and their emotional intelligence

The above listed hypotheses were tested by applying chi-squared test at 5% significance level and the results are summarized in the table below

Table 1 : Chi Square test results of results of relationship between the factors discussed and all the 6 factors of emotional intelligence collectively

	Relationship between various factors and female employees' expectations at work place	Degrees of freedom	Table Value	Calculated Value	Results of Hypothesis
	Factors				
H1	Age	18	27.869	14.265	Accepted
H2	Marital Status	18	28.869	33.616	Rejected
H3	Job Cadre	18	28.869	17.389	Accepted

(Source: Analysis of data collected from primary sources)

Table 1 above on chi-square test shows that age, job cadre possessed by the respondents have no significant association with all the six factors of emotional intelligence of the respondents. While,

only marital status has a significant association with the emotional intelligence level of the respondents.

Table 2 Factor Analysis

Factor	Variables	Factor Loadings	% of variation explained
Self Awareness	I can accept compliments easily.	0.76	26.38
	I can accomplish most of the things with my effort.	0.72	
	I do not find it difficult to accept others' opinions different from mine	0.68	
	I have no trouble in concentrating.	0.81	
	I know what I want.	0.72	
	I'm aware of my feelings.	0.84	
	When I have a problem, I know whom to go or what to do to solve it.	0.63	
	I can tell when I'm getting upset and why.	0.78	
Self Management	Circumstances are under my control.	0.63	24.23
	I accept myself, even when I know that I'm not perfect.	0.71	
	I avoid confrontations (frank unpleasant discussions)	0.82	
	I do not experience eating problems (overeating, loss of appetite, no time to eat)	0.89	
	I find it easy to bounce back after feeling disappointed.	0.62	
	I find it easy to work under pressure.	0.62	
	I know how to say no when I have to	0.79	
	I remain calm, even in situations when others get angry.	0.81	
Empathy	I appreciate my friends' positive qualities.	0.72	15.67
	I can put myself in someone else's shoes.	0.65	
	I can tell when my close friend is upset.	0.64	
	I can know about people's pain and problems unless they talk about it.	0.60	
	I do care how others might feel.	0.56	
	I'm not emotional and I'm not moved by other person's emotional experiences.	0.59	
	While sitting alone or daydreaming, I recollect pleasant events and happenings.	0.63	
	I never feel lonely and have a lot of good friends.	0.52	
Optimism	I constantly worry about my weaknesses.	0.81	12.63
	I know I can find solutions to difficult problems.	0.78	
	I like myself as I am.	0.64	
	I often wish I was someone else.	0.59	
	I think about what I want before I act.	0.81	
	I trust only myself to get things done.	0.45	
	I use different ways of expressing my emotions, depending on who I am interacting with.	0.33	
	When faced with a problem, I tend to postpone working on it if I can.	0.56	

Motivation	I can accomplish what I need to if I put my mind to it.	0.73	19.56
	I enjoy taking roles and responsibilities in groups.	0.86	
	I do not enjoy taking leadership roles.	0.82	
	I enjoy taking responsibility	0.72	
	I greatly enjoy activities and involve in them	0.63	
	I try to bounce back with enthusiasm even when I fail	0.45	
	I prefer not to stir up problems, if I can avoid doing so.	0.56	
	I see challenges as opportunity for learning.	0.92	
Social Skills	I find it difficult to establish contact with important persons.	0.45	
	I get angry when I am criticised by my friends.	0.52	
	Learning is fun for me (I enjoy learning new things).	0.67	
	I can socialise well.	0.73	
	I do not hesitate in expressing my disagreement.	0.82	
	I have several friends I can count on, as and when I need them	0.81	
	I'm not jealous of friends who achieve more than I do.	0.71	

(Source: Analysis of data collected from primary sources)

Table 3 Factor Analysis

Table 2 shows the results of factor analysis. The factors have been broadly classified into six categories for better handling of one's emotions

1. Self Awareness

I can accept compliments easily.	0.76
I can accomplish most of the things with my effort.	0.72
I do not find it difficult to accept others' opinions different from mine	0.68
I have no trouble in concentrating.	0.81
I know what I want.	0.72
I'm aware of my feelings.	0.84
When I have a problem, I know whom to go or what to do to solve it.	0.63
I can tell when I'm getting upset and why.	0.78
I can accept compliments easily.	0.76
I can accomplish most of the things with my effort.	0.72

The above factors have a significant relevance on self awareness level of the respondents, which, in turn, affects their emotions handling. As their factor loadings are above 0.6 with a variance of 26.38% explained on the total amount of factors

2. Self Management

I accept myself, even when I know that I'm not perfect.	0.71
I avoid confrontations (frank unpleasant discussions)	0.82
I do not experience eating problems (overeating, loss of appetite, no time to eat)	0.89
I find it easy to bounce back after feeling disappointed.	0.62
I find it easy to work under pressure.	0.62
I know how to say no when I have to	0.79
I remain calm, even in situations when others get angry.	0.81
I accept myself, even when I know that I'm not perfect.	0.71

Considering the factor loadings, the above listed factors are indicators of low level of self management among the respondents, with a 24.23 % variation and the variance of all these factors put together of 6.36%.

I appreciate my friends' positive qualities.	0.72
I can put myself in someone else's shoes.	0.65
I can tell when my close friend is upset.	0.64
I can know about people's pain and problems unless they talk about it.	0.60
I do care how others might feel.	0.56
I'm not emotional and I'm not moved by other person's emotional experiences.	0.59
While sitting alone or daydreaming, I recollect pleasant events and happenings.	0.63

3. **Empathy** is one of the major factors determining the quality of work life. It comprises of the below given five sub factor with a factor loading of above 0.6 These five sub factors have a variance of 5.39 and they explain 15.67% of the total variation.

I appreciate my friends' positive qualities.	0.72
I can put myself in someone else's shoes.	0.65
I can tell when my close friend is upset.	0.64
I can know about people's pain and problems unless they talk about it.	0.60
While sitting alone or daydreaming, I recollect pleasant events and happenings.	0.63

4. **Optimism** also has a significant impact on the emotional intelligence of the respondents. The constituents of this factor are

I constantly worry about my weaknesses.	0.81
I know I can find solutions to difficult problems.	0.78
I like myself as I am.	0.64
I think about what I want before I act.	0.81

This factor has a variance of 4.83 and these four factors explain 12.63% of the total variation.

5. Motivation is also another significant factor impacting the emotion handling (emotional intelligence) of the respondents explaining 9.44% of the total variation with a variance of 3.98. major factors under this are the quality of tools and equipment, safety of the infrastructure, friendliness of the superior.

I can accomplish what I need to if I put my mind to it.	0.73
I enjoy taking roles and responsibilities in groups.	0.86
I do not enjoy taking leadership roles.	0.82
I enjoy taking responsibility	0.72
I greatly enjoy activities and involve in them	0.63
I see challenges as opportunity for learning.	0.92

6. Social Skills is another important factor determining one's emotional intelligence. The below mentioned 7 factors explain over 17 per cent of the variation

I find it difficult to establish contact with important persons.	0.45
Learning is fun for me (I enjoy learning new things).	0.67
I can socialise well.	0.73
I do not hesitate in expressing my disagreement.	0.82
I have several friends I can count on, as and when I need them	0.81
I'm not jealous of friends who achieve more than I do.	0.71

Conclusion

The last decade has seen a systematic rise in the employment of women in the banking and finance sector, especially in cities like Coimbatore, Tamilnadu as a result of a several of factors such as profound social changes, with specific regard to women's education and employment; the changing policies of management, especially after the nationalization and reorganization of the LIC and of major banks; the policies of the Indian government; international changes in banking and finance and, not least, the technological changes being effected in the industry.

Of late, women have been handling their emotions, while at home, at work and even when it is work from home. They have been balancing their work as well as emotions. These respondents, seem to be handling their emotions very well, while multitasking between household chore, handling families as well as their job assignments. Though the automation process of banking operations has had a lot of implication on the employees, both positive and negative. This has changed the culture and nature of work. Computerisation has impacted the levels of workload, increased the insecurity of work among employees and has shifted towards non-bargainable employees. This has affected the stability of unions. Pay has also been adversely affected along with the autonomy and conditions of work. This has affected women employees a lot who are recruited in large scale, more specifically in the clerical cadre.

Present study depicts the augmenting job role of women in banking industry, who need better working environment, which will enhance their emotional intelligence and support them to become ever productive employees and which in turn help the banks to compete effectively in the market for both organizational and customer benefits.

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