

A STUDY OF EMOTIONAL COMPETENCE OF EMPLOYEES

Shahana Perveen, Thingnam Girija and Dr. K. Bharathi Kumari

ABSTRACT

In this study the author examined the Emotional competence of employee in three different organizations-namely school, bank and industry. A sample of 20-school employees, 20-bank employees and 20-industrial employees were randomly selected for the study. Emotional competence scale by Albert, Rajeshwori, and Anantharaman (2001) was administered to the subjects. A comparison of means indicated that the highest mean is for self-awareness for all the three groups in the study. The lowest mean value is for commitment. The t-test was carried out in order to find out the difference in the group. The main finding of the study is that there is significantly difference in self-control and empathy between school employees and industrial employees. The employees in industries and banks differ significantly in self control and empathy. The bank employees and school employees have obtained higher mean in comparison to the industrial employees. The only exception is for commitment where the industrial employees have obtained higher mean than school employees. The differences are not significant between school employee and bank employee in empathy. Intercorrelations are shown in the table 4,5,6. in school most of the Intercorrelations are low and below .5 with the exception of self control and self assessment (0.66). The Intercorrelation table 5 in industry has shown very high and positive Intercorrelation for emotional competence . Only in two places the correlation is more than .5 and the rest of the correlation is less than .5 in bank.

Keywords: Emotional Competence, Commitment, Self-awareness, Self-control, Empathy.

I. INTRODUCTION EMOTIONAL COMPETENCE

The term “Emotional Intelligence” was coined by Mayer and Salovey (1993) and popularized by Goleman (1995). Emotional intelligence is defined as the ability to monitor one’s own and other’s feelings and emotions, to discriminate among

them and to use this information to guide one's thinking and behavior (Mayer and Salvey, 1993). Goleman (1998) defined an "emotional competence as a "learned capability based on emotional intelligence that results in outstanding performance at work."

Emotional Intelligence relates to the management of feelings so that they are expressed appropriately and effectively thereby enabling people to work together smoothly towards their common goals. It focuses on personal qualities such as initiative, empathy, adaptability and persuasiveness. (Goleman, 1995). Emotional Intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequently to be effective in a particular situation (Boyatzis, Goleman and Rhee, 1999).

In other words emotional intelligence can be defined as the ability to perceive appraise, understand and express emotions fairly accurately both in one-self and in other. It also involves the ability to regulate emotions enabling the pursuit of intellectual and emotional growth.

A model of emotional intelligence based on the competencies that enable a person to demonstrate intelligent use of their emotions in managing themselves and working with others to be effective at work. Salovey and Mayer (1990) first used the expression "emotional intelligence" and described it in terms of four domains: knowing and handling one's own and others' emotions. Other conceptualizations have used labels such as "practical intelligence" and "successful intelligence" (Sternberg, 1996), which often blend the capabilities described by the other psychologists with cognitive abilities and anchor the concepts around the consequence of the person's behavior, notably success or effectiveness.

Tracy (2006) concluded from his study that an individual's emotional intelligence quotient was not a significant predictor of the level of job satisfaction.

Shannon (2006) demonstrated that emotional intelligence is related to several components of transformational leadership.

Giardini and Frese (2008) showed that employees emotional competence was related to customer evaluations through their own positive affective state during the encounter as well as through a direct link through customer evaluations.

A. Objective

The objective of the present study is to assess the emotional competence of workers in three different organizations (school, bank and industry).

B. Hypothesis

1. There will be significance difference in the sub factors of emotional competence of workers between school and industry.
2. There will be significance difference in the sub factors of emotional competence of workers between school and bank.
3. There will be significance difference in the sub factors of emotional competence of workers between bank and industry.

II. METHODOLOGY

A. Sample

20-school teachers, 20-bank clerks and stenographer and 20-industrial clerks and other equivalent employees constituted the sample.

B. Procedure

The emotional competence Scale was administered to the subjects under study. Each subject was individually contacted by taking prior appointments. A good rapport was established with each of he participant and all doubts regarding the study were removed and the subjects were told the purpose of the study and the instruction were given to record their responses. The subjects were asked to give correct and honest answers, as it would help in understanding their behavior.

C. Tools Used

Emotional competence scale by Albert, Rajeshwori, and Anantharaman (2001) was employed for assessing the emotional competence. It measures the following areas:

Self-awareness, self-control, self-confidence, motivation, self-assessment, empathy, commitment, adaptability and social skills:

Self-awareness: it deals with knowledge about oneself, with respect to one's emotion, strengths and weakness, capacities and limitations and determination of self-worth based on this knowledge.

Self-control: it is all about managing one's emotions well rather than suppressing them.

Self-confidence: The belief that a person has in himself or herself regarding his or her ability to deal with people and circumstances, in various contexts under several constraints, is called self-confidence.

Motivation: It refers to the drive a person possesses to set challenging goals and objectives and strive to attain them. This requires commitment not only to achieve personal goals but also to integrate personal goals with that of the organization or the group in which he or she is a member.

Self-assessment: It refers to the process of judging your own progress, achievement etc.

Empathy: It means sensing and responding to a person's unspoken concerns or feelings. On the other hand it simply means understanding the other person's point of view.

Commitment: It refers to be loyal to one person, organization, etc or to give all your time and effort to your work or activity, etc.

Adaptability: It refers to the ability to change or be changed in order to deal successfully with new situations.

Social skills: It refer to that set of qualities in a person that makes it natural for him or her to reach out and care for the individuals in a deep way, influence the way others think and lead them towards common betterment.

D. Scoring:

The questionnaire consists of 40 statements that pertain to behavior and belief, has been derived from situations, which called for emotional competence, drawn from "working with emotional intelligence," by Daniel Goleman. The statements pertaining to belief were scored on a 5-point scale and those pertaining to behavior were scored on 4-points scale.

III. RESULTS AND DISCUSSION

Mean, standard deviation, and t-test value for the emotional competence scale was computed. The values were presented in table-I, table-II and table-III.

Results indicated that there is significant difference in self-confidence and empathy between school employees and industrial employees.

The employees in industries and banks differ significantly in self-control and empathy. The bank employees and school employees have obtained higher mean in comparison to the industrial employees in most of the areas. For commitment where the industrial employees have obtained higher mean than school employees.

Most of the differences are not significant between school employee and bank employee. The correlations between intellectual development self and personality are explored by Andras and Smaragda. The authors propose a comprehensive theory, which answers such fundamental questions as how do humans become aware of themselves. The finding indicates that the effect of socio-economic status is significant but the gender difference is not significant in the organization of the abilities and characteristics represented in their study.

Hypothesis 1 and 3 are accepted here. Intercorrelation are shown in the table 4, 5, & 6. In school most of the Intercorrelation are low and below .5 with the exception of self control and self assessment (0.66). The Intercorrelation table 5 in industry has shown very high and positive Intercorrelation for emotional competence factors. The Intercorrelation in bank are low and below .5 with the exception of self control with empathy and social skills. (0.62).

Cattell and Butcher (1968) tried to predict both school achievement and creativity from ability, personality, and motivation. The authors succeeded in showing the importance of personality in academic achievement however could not link motivation to it.

Humphery found that the leadership is an emotional process where leaders display emotional in an effort to stimulate emotions from other.

Leung (2006) suggested that in drainage setting the western concept of emotional intelligence is ineffective. It is difficult for emotionally intelligent leaders to motivate followers and identify tensions that start from pressures on businesses in a dynamic work environment.

Wang's (2010) study supports the impact of teacher and middle level leader emotional intelligence on school teacher's job satisfaction.

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Table I
Mean, S.D., and t-value for Emotional Competence

S. No.	Group I (School)			Group II (Industry)		t-value
		Mean	S.D.	Mean	S.D.	
1	Self -awareness	30.95	4.21	27.35	8.08	1.79
2	Self-control	22.40	20.37	17.55	6.70	3.21**
3	Self-confidence	20.40	3.31	18.55	6.19	1.13
4	Motivation	11.05	3.44	11.40	3.73	.31
5	Self-assessment	13.55	2.23	12.00	4.14	1.49
6	Empathy	12.50	3.12	9.30	3.43	3.08**
7	Commitment	6.75	2.09	7.10	3.50	.38
8	Adaptability	9.70	3.09	9.50	3.63	0.19
9	Social-skills	15.95	2.25	15.70	5.19	0.99

Table II
Mean, S.D., and t-value for Emotional Competence

S. No.	Group I (School)			Group II (Bank)		t-value
		Mean	S.D.	Mean	S.D.	
1	Self -awareness	30.95	4.21	29.30	6.43	0.96
2	Self-control	22.40	2.37	22.55	2.23	.6
3	Self-confidence	20.40	3.31	21.95	2.96	-1.56
4	Motivation	11.05	3.44	11.60	3.18	-.52
5	Self-assessment	13.55	2.23	13.65	2.70	-.13
6	Empathy	12.50	3.12	14.40	1.75	.2
7	Commitment	6.75	2.09	7.35	1.59	1.02



8	Adaptability	9.70	3.09	10.65	2.45	1.08
9	Social-skills	15.95	2.25	17.40	2.81	-1.08

Table III
Mean, S.D., and t-value for Emotional Competence

S. No.		Group I (Industry)		Group II (Bank)		t-value
		Mean	S.D.	Mean	S.D.	
1	Self-awareness	27.35	8.08	29.30	6.43	2.67
2	Self-control	17.55	6.70	22.55	2.23	-3.13**
3	Self-confidence	18.55	6.19	21.95	2.96	-2.23*
4	Motivation	11.40	3.73	11.60	3.18	.18
5	Self-assessment	12.00	4.14	13.65	2.7	1.49
6	Empathy	9.30	3.43	14.40	1.75	-5.93**
7	Commitment	7.10	3.50	7.35	1.59	-.29
8	Adaptability	9.50	3.63	10.65	2.45	.17
9	Social-skills	14.70	5.19	17.40	2.81	-2.06*

Table IV
INTERCORRELATION FOR EMOTIONAL COMPETENCE IN SCHOOL

S. No.		Self-awareness	Self-control	Self-confidence	Motivation	Self-assessment	Empathy	Commitment	Adaptability	Social-skills
1	Self-awareness		-.04	-.49	.12	-.10	-.02	.21	-.18	-.49
2	Self-control			.22	-.13	.66	.24	-.28	.09	.26
3	Self-confidence				-.17	.19	.06	-.33	-.07	-.01
4	Motivation					-.25	.11	.43	-.23	.04
5	Self-assessment						.26	-.28	.10	.33

<p>Shahana Perveen, Completed her Post Graduation in Applied Psychology and presently working as a teacher in Jamia Middle School, New Delhi since more than 4 years. Recently she has also attended ten days orientation program on professional development of school teachers.</p>	
	<p>Thingnam Girija Completed her PG and working for Ph.D., she is a special educator in school “ Four steps” (research, training and rehabilitation centre for children with special needs under Dalmia Sewa Trust), New Delhi since more than 3 years.</p>
<p>Dr. Bharathi Kumari is reader in Department of Psychology at Jamia Millia Ismalia, New Delhi. She is having more than 3 decades of research and teaching experience in institutes of national repute.</p>	