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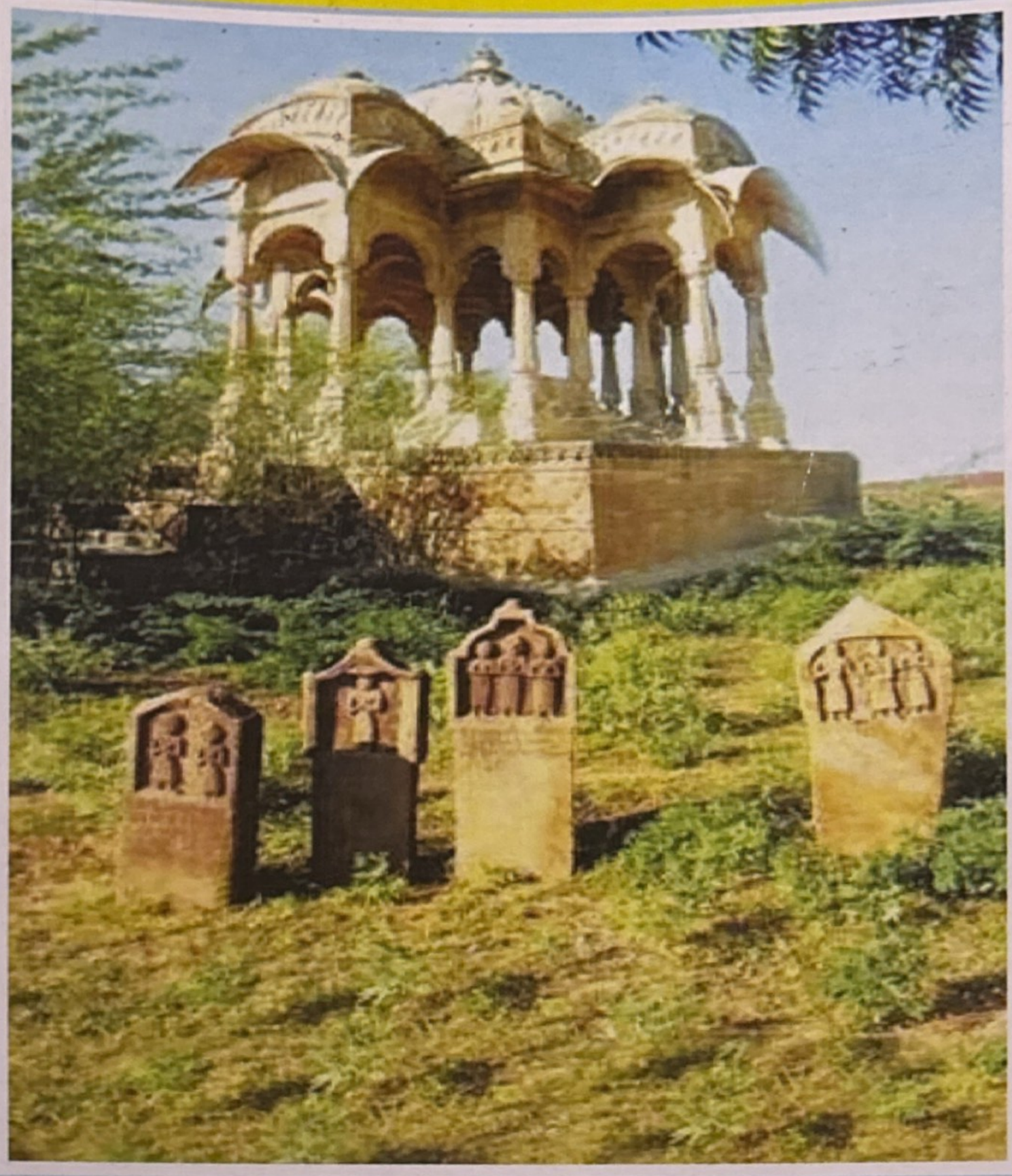

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A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE OF MALE AND FEMALE EMPLOYEES AT HDFC BANK

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Abstract: Emotional Intelligence is a set of qualities and competencies that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behavior. Emotional intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships Goleman (1995). Researchers today are interested in finding the effects of emotional intelligence on employees and thereby, organizations, and analyzing the various other facets of EQ. Emotional intelligence improves individual and organizational performance. It plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization.

This study is an attempt to contribute afresh with a new perspective to the field of human resources and behavioral sciences with special reference to emotional intelligence in relation of employee's work – life balance in organizations. It is also an earnest attempt to bridge the gap especially in this area by highlighting the relevance and importance of work – life balance and emotional intelligence to leadership, senior management, individual and organizations and hoping this study will initiate a series of serious and productive discussion on the subject.The findings and outcome of this research will be beneficial to the organizations in India, which is a flourishing industry and contributes significantly to the GDP of the country and the talent pool of the world. The study will bring in sharp focus the major challenges encountered in these areas and the solutions that will aid organizations to deal more significantly in increasingly their effectiveness. The review on the related literature in the area of emotional intelligence and work – life balance studied in this research has provided the researcher an insight into many factors. It also provides direction in designing the present study. Having reviewed several studies and having identified the gap, the investigator felt an imperative need to undertake the present investigation. The sample consisted of 40 employees from pine city. The sample consisted both male and female employees. Convenience sampling technique was adopted to select the number of respondent.

Key words: Emotional Intelligence, Male and Female, Comparative study.

1.Introduction to study:

Identifying factors that are important for success in life has been a challenge to researchers since long. Even a decade before it was believed that traditional intelligence, which could be measured as Intelligence Quotient (IQ) was responsible for success in life. Based on this assumption a number of intelligence scales have been developed (for instance, Stanford-Binet test, Binet- Simon test, Wechsler Adult Intelligence test). These scales predict the technical expertise of an individual that helps him/her in performing the job and therefore, acts as facilitating factor in getting a job, those scales are not meant for predicting why people are better in interpersonal relationships, more acceptable to people and better managers of their life's careers and stress. Then what qualities of mind or spirit would determine who would succeed? Researches revealed that adaptability, leadership, self-confidence and interpersonal skills are some of the most important factors that distinguish the top performers from the poor performances and that they have no direct relationship with the so-called

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traditional intelligence (IQ). Rather they are related to the effective and intelligent management of emotions.

Is IQ destiny? Daniel Goleman (1997) says, "Well, not really. There is more to success than having a high IQ. Studies have shown that people who are intellectually the brightest are not often most successful, either in business or in their personal lives". Steven Covey says that when we are looking at verbal and reasoning capacities (the typical IQ approach), we look at a very small spectrum of human intelligence (The competitive paradox, 1996). Traditionally, an individual's smartness or success was measured in terms of his or her IQ. We almost immediately assume that experts and professionals have a high IQ. However, IQ serves as only an index of numerical or analytical ability. It has little or no significance with success in professionals or personal life. So, the Statement is, "What is the component that makes Jack Welch, Bill Gates, Gandhi, and Einstein better leaders, experts or professional in their field?" It has been suggested by experts like Goleman that it is not IQ but Emotional Intelligence (EI) that makes these individuals pioneer in their respective fields. Small spectrum of human intelligence (The competitive paradox, 1996). Traditionally, an individual's smartness or success was measured in terms of his or her IQ. It has little or no significance with success in professionals or personal life. So, the Statement is, "What is the component that makes Jack Welch, Bill Gates, Gandhi, and Einstein better leaders, experts or professional in their field?" It has been suggested by experts like Goleman that it is not IQ but Emotional Intelligence (EI) that makes these individuals pioneer in their respective fields. Emotional intelligence is measured as Emotional Quotient or EQ.

The world today is undergoing a change more profound and far reaching than any experienced since the dawn of the modern age. Rapid environmental changes are causing fundamental transformations that have a dramatic impact on organizations and present new challenges for human resources management in general and leadership in particular. The transformations do represent a shift from traditional intelligence to new paradigm of emotional intelligence. It has been human nature to desire stability even in the ever-changing professional lives. The system of life - and organizations is fluid, dynamic, and potentially self-renewing wherein today's best leaders are learning to "go with the flow" to accept the inevitability of constant change and recognize change itself as a potential source of energy. These profound changes cannot be cuddled and integrated without addressing the deepest thoughts and feelings of Indian executives. This requires the executive to open up the heart and deal with the emotions, welcoming them into the workplace to ensure success in this ever-changing industrial environment. Various research studies have unraveled that the leaders with higher emotional intelligence see changes as opportunities for something better, and they do not cherish stability but ongoing development of individual workers and of the organization itself become their prime agenda. This phenomenon of paradigm shift has led many researches in the area and the present one is also an attempt in the line.

1.1 EMOTIONAL INTELLIGENCE – CONCEPT & DEFINITION

The concept of emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra- personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Most of the authors on the topic note that in order to be a well-adjusted, fully functioning member of society (or family member spouse, employee, etc.), one must possess both traditional intelligence (IQ) and emotional intelligence (dubbed EQ). Emotional intelligence involves being aware of emotions and how they can affect and interact with traditional intelligence (e.g., impair or enhance judgement, etc.). This view fits well with the commonly held notion that it takes more than just brains to succeed in life - one must also be able to develop and maintain healthy interpersonal relationships. Taken from this perspective, emotional intelligence is nothing new. Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behavior. On some level, we've always known that the ability to understand, monitor, manage and capitalize on our emotions can help us make better decisions, cope with setbacks and interact with others more effectively. But thanks to the work of Goleman and other

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researchers, we now have hard data to prove it. According to Mayer and Salovey (1993): Emotional Intelligence allows us to think more creatively and to use our emotions to solve problems. Emotional Intelligence probably overlaps to some extent with general intelligence.

1.2 MODELS OF EMOTIONAL INTELLIGENCE

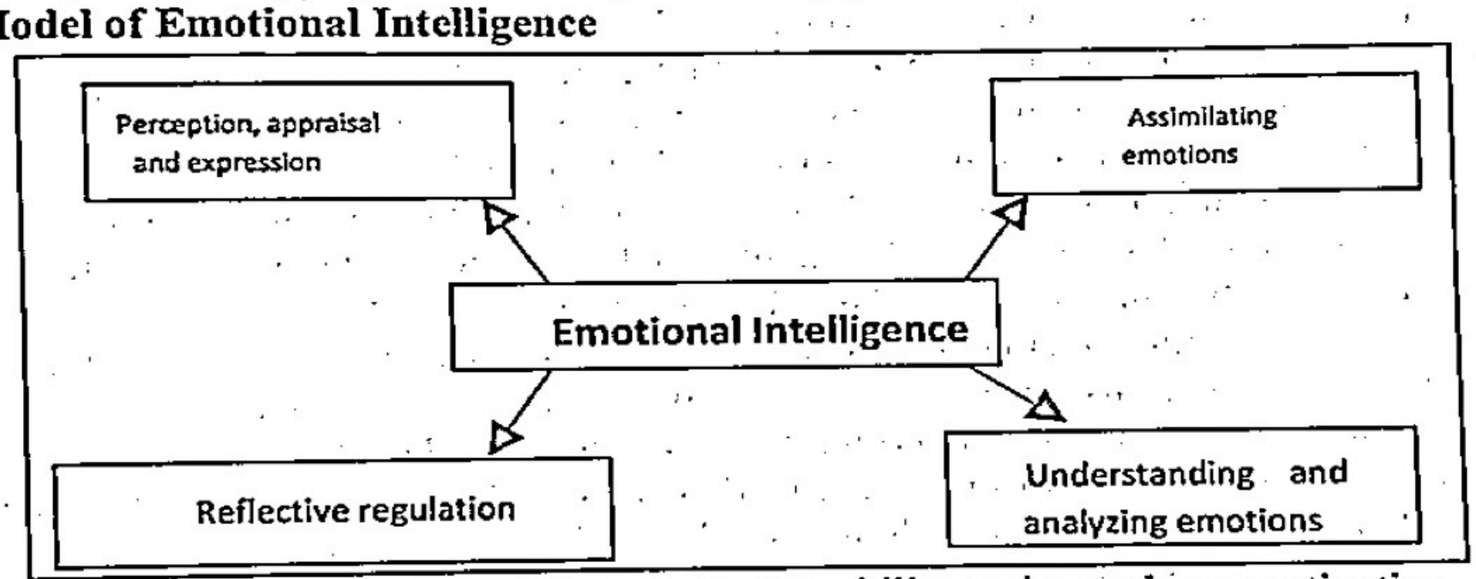
1. Ability model, which focuses on the mental abilities to define emotional intelligence
2. Mixed models, which seek to define emotional intelligence as a mixture of abilities and some personality traits and characteristics.

1. Ability Model of Emotional Intelligence

This model of emotional intelligence (Mayer and Salovey, 1997) emphasis on the cognitive components of emotional intelligence and conceptualizes emotional intelligence in terms of potential for intellectual and emotional growth (Schutte, Malouf, Hall, Haggerty, Cooper, Golden and Dorheim, 1998). Four sets of mental abilities ranging from basic to more complex psychological process were proposed in this model. The first set, 'Perception, appraisal and expression of emotions' allows an individual to identify and express emotions in self and others. The second is 'assimilating emotion in thought' It allows an individual to use emotions and to facilitate thinking and to recognize respective consequences of different emotional responses and to justify the appropriate one. The third set 'understanding and analyzing emotions' concerns with the ability to understand, label and acknowledge emotions and to use emotional knowledge. The fourth set is 'reflective regulation of emotion' which deals with the ability to manage and adjust the emotional response to support the situational requirement (Mayer and Salovey, 1997).

Fig – 1.1 - Ability Model of Emotional Intelligence (Mayer and Salovey, 1997) Source - Emotional Intelligence myth or reality. By - Bhattacharya and Sengupta

2.Mixed Model of Emotional Intelligence



Unlike the ability model, mixed models include non-ability traits such as motivation, optimism, interpersonal skill, stress management in conceptualizing emotional intelligence. The various types of mixed models are explained below.

Bar-On's (1997) model of emotional intelligence is one of the most well-known mixed models. This model was fundamentally based on the personality characteristics. Five broad areas of emotional intelligence were proposed in this model: intrapersonal skills (such as emotional self- awareness, assertiveness, self-regard, and self-actualization); inter-personal skills (such as social responsibilities, empathy); adaptability (such as problem solving, reality testing and flexibility); stress management (such as, stress tolerance and impulse control) and general mood (such as happiness and optimism)

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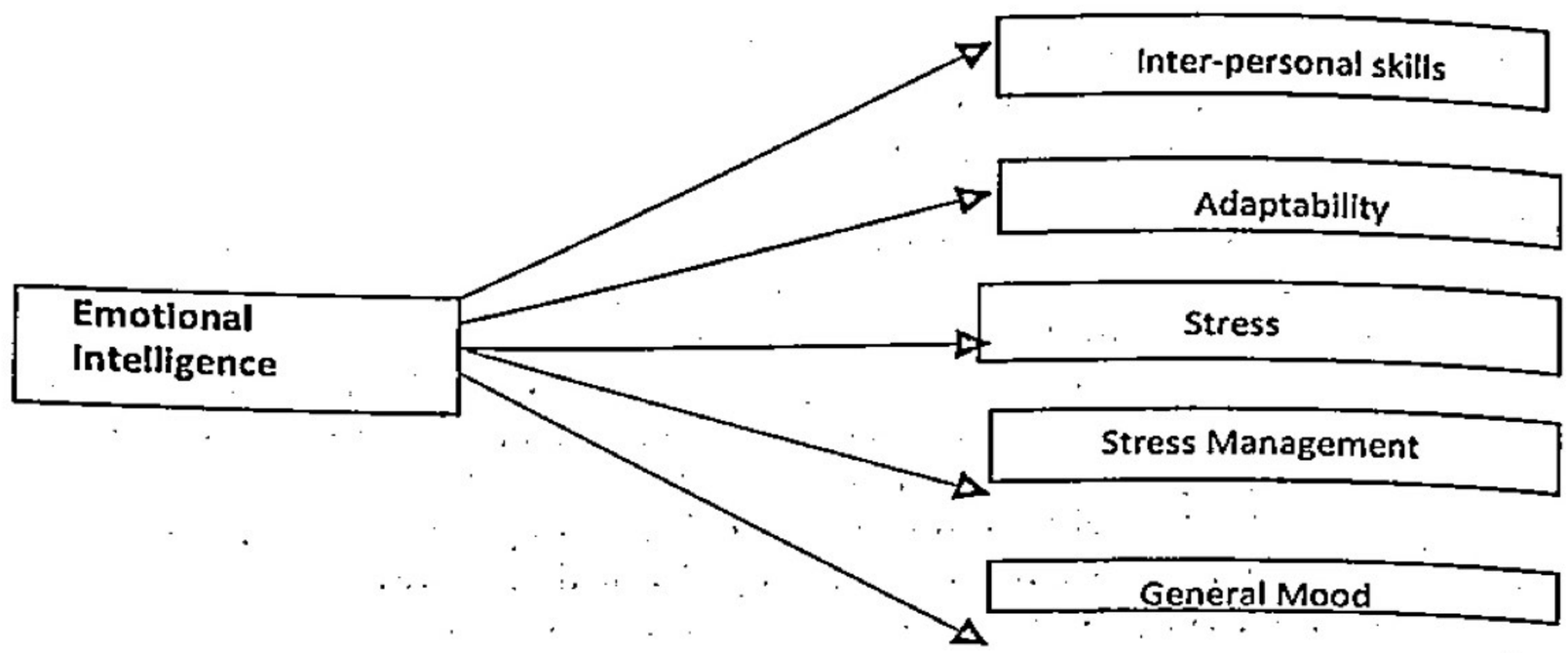

Fig – 1.2 - Bar-On's (1997) Model of Emotional Intelligence
Source - Emotional Intelligence myth or reality. By - Bhattacharya and Sengupta

1. LITERATURE REVIEW

This chapter is a documentation of the review of literature that has been carried out. It contains empirical data that has relevance and significance to the present study. The review of literature spans more than five decades. Trends in the review have been highlighted. The review is presented variable wise and in reverses chronological order. The review contains studies on work life balance

2.1 STUDIES ON EMOTIONAL INTELLIGENCE

Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010) Investigated 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 Statementnaire, it was hypothesized 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 Self-control, 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.

Nelis, Quoidbach, Mikolajczak and Hansenne (2009) The construct of emotional intelligence (EI) 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 (e.g., mental and physical health, work performance and social relationships), 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 (four group training sessions of two hours and a half) while control participants continued to live normally. Results showed 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

Hopkins & Bilimoria (2008) Explored the relation between emotional and social intelligence competencies and organizational success. The study showed not much of differences between male and female leaders in their demonstration of emotional and social intelligence competencies. It was 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' success.

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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.

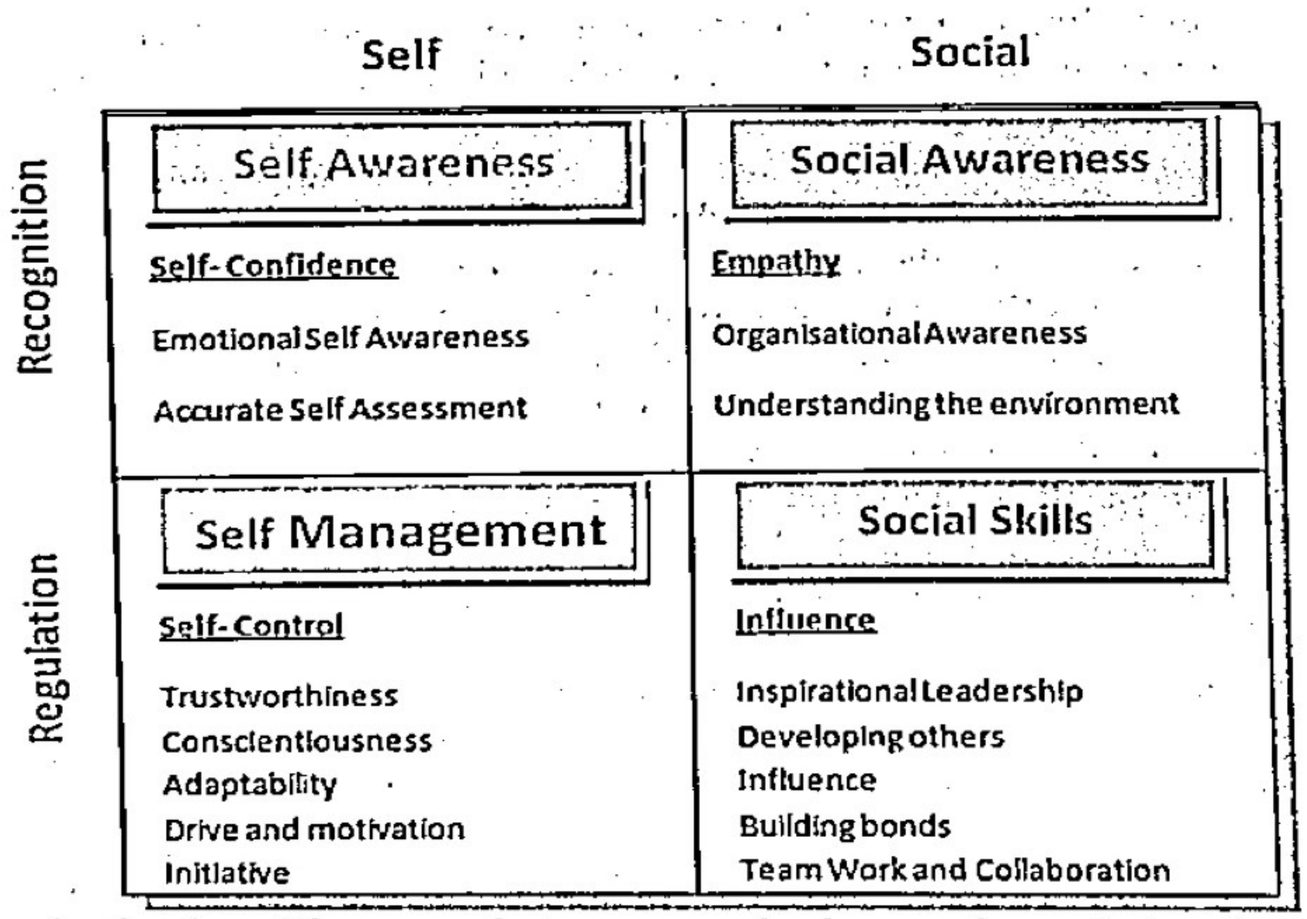
in the control group. These findings suggest that EI can be improved and open new treatment avenues

McClelland (1975) Proposed how the idea of competence can be used for identifying and differentiating outstanding from average performers at work at the work place. McClelland (1998) studied the data from more than thirty different organizations and for executive positions in many professions, from banking and managing to mining geology, sales, and health care. He proved that a wide range of EI competencies (and a narrow range of cognitive ones) distinguished top performers from average ones. Those that distinguished most powerfully were Achievement Drive, Developing Others, Adaptability, Influence, Self- Confidence, and Leadership. The one cognitive competence that distinguished as strongly was Analytic Thinking. Even though each competence contributes uniquely to workplace effectiveness, the author believes it is less useful to consider them one by one than it is to look at them in their clusters, where one can also assess the synergies of strengths in several competencies that enable outstanding performance, as McClelland (1998) has shown. For that reason, the author reviews here only selected examples of data linking the EI competencies to workplace performance.

This chapter is a documentation of the review of literature that has been carried out. It contains empirical data that has relevance and significance to the present study. The review of literature spans more than five decades. Trends in the review have been highlighted. The review is presented variable wise and in reverses chronological order. The review contains studies on work life balance and emotional intelligent.

Daniel Goleman, (2002), A psychologist who helped make the idea of EI popular, presented the concept of Emotional Intelligence as being encapsulated by four elements:

- Self-Awareness
- Self-Management
- Social Awareness
- Social Skills



The theory is simple – The more that you, as a leader, are in control and manage each of these elements, the higher your emotional intelligence!

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a) Self-awareness

The first element of Emotional Intelligence theory – Being self-aware means that you understand you. – You understand what makes you tick and therefore, your strengths and weaknesses as a person, and a Leader. You can then start to understand why you feel, and what makes you feel, "Is this a good emotion, or should I feel a different way?" If you understand your emotions, you can identify their impact to you and those in your team. It is a path on the road to having humility, which is a much-needed facet in Leadership.

b) Self-Management

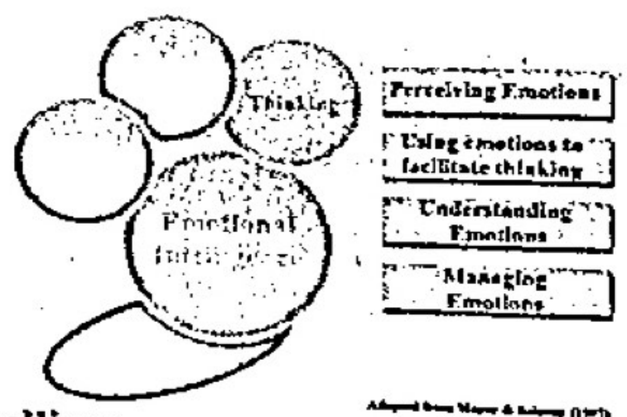
The second element of Goleman's Emotional Intelligence theory: – Through being in control of what you say and do, whilst rejecting the temptation to make rushed decisions, you can be in charge of your actions and therefore reducing the chance of compromising your values. Other aspects to nurture in this element are to show and actively apply conscientiousness, trustworthiness, Leading and adapting to change, complete drive to succeed and the initiative to think fast and act creatively and innovatively to solve problems.

c) Social Awareness

The third element of Emotional Intelligence Theory: Social awareness is the ability for a Leader to understand the emotions of the team members around them and to get a good comprehension of their emotional makeup. The ability to treat people according to these emotional reactions is vital. This area is linked to empathy: The ability to understand and see things in other people's viewpoints, expertise in building and retaining talent, valuing diversity and appreciating the organizational goals. In essence this part of emotional intelligence then, is about understanding and being truly in touch with the complete demands of the environment and acting to suit those conditions.

d) Social Skills

The fifth and final element from Goleman's emotional intelligence theory, which links Leadership and Emotional Intelligence together: Leaders with good Social Skills are often very good communicators. Leaders who are good in this discipline are also good at conflict resolution and communicating the vision to team members, enlightening them and creating motivation and inspiration throughout the team. They are experts at getting their team to support them and also believe in their leadership. They set the example, for others to follow by demonstrating the acceptable behaviors and values.



2.1 Characteristics of Emotional Intelligence:

There are many characteristics that can be used to describe people high and low in emotional intelligence.

According to Success.com's Rhett Power (2017), these are the 7 qualities that best describe employees and leaders with a high EQ:

- They aren't afraid of change; they understand it's a fact of life, and they're quick to adapt.
- They're self-aware-they know what they're good at, what they can work on, and what kinds of environments suit them best.
- They're empathetic. They can easily relate to others and understand what they are going through.
- They're committed to quality but understand that perfection is an impossible standard.
- They're balanced and able to have a healthy professional and personal life.
- They're curious and open-minded, and they love to explore the possibilities.

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- They're gracious, grateful, and happy.

2.2 Can EQ Be Taught and Learned?

- Yes! As mentioned earlier, emotional intelligence is not all the way to the "trait" side of the state-trait continuum. Although it is relatively stable and does not change much on its own, it absolutely can be improved with practice.
- With concerted effort, it can be taught by parents, teachers, coaches, and other educators or practitioners, and it can be learned by just about anyone.
- How Can We Improve Emotional Intelligence?
- So, the real question is "How do we teach/learn EI?" Luckily, research has given us some answers to this question!
- Emotional Intelligence and Mindfulness
- Mindfulness is one such answer; we can use mindfulness to build and maintain our EI through enhanced self-awareness and self-regulation. **Mindfulness meditation** has been shown to work wonders on reducing or eliminating your distress when faced with tense situations.

3. RESEARCH METHODOLOGY

This chapter focuses on research design and methodology adopted for the study. The chapter deals with the terms and concepts used in the study, which have been operationally defined. Careful consideration has been given for the selection of the appropriate tools, collection of data and analysis of data. Hypotheses have been stated for empirical validation. The tools to collect data, description of the variables investigated and scoring procedure are also explained. The sample size and sampling technique adopted for data collection are also presented. Pilot study and tryout of the tools are presented. The tools and the statistical techniques employed for data analysis has also been explained.

3.1 OBJECTIVE OF THE STUDY

The objectives of the study are as follows:

1. To study concept of Emotional Intelligence
2. To analyze the Emotion Intelligence of employees at HDFC
3. To find out if gender effects emotion Intelligence.

3.2 RESEARCH DESIGN

Both primary and secondary data are taken into consideration for the study

Primary data – Questionnaire circulated among the employees.

Secondary data – Journal papers, related outline information, other relevant books.

3.2.a SAMPLING

Sample size considered were employees and trainers in the organization having knowledge in their roles and responsibilities. The total samples taken for the study are 40.

3.2.b SAMPLE SIZE

The size of sample was of 40 employees.

3.3.c SAMPLING METHOD

Convenience sampling was used to select individual units for better productivity of the Questionnaire.

3.3 LIMITATIONS OF THE STUDY

- Opinions of few employees could not be taken as some of them were on business trip and some were on leave.
- Personally, meeting the employees for interviews were not possible so they had to be mailed to them.
- Sometime the response from the employee was not up to the mark.
- Some of the respondents were not so responsive because of the busy schedule.

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4. RESULTS AND DISCUSSION:

4.1 Descriptive Statistics

	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
VAR00011	40	5.1250	.96576	.933	.817	.374	-.084	.733
VAR00012	40	6.7500	.43853	.192	-1.200	.374	-.592	.733
VAR00013	40	6.5750	.87376	.763	-2.184	.374	3.922	.733
VAR00014	40	6.2750	1.06187	1.128	-1.400	.374	.686	.733
Valid N (listwise)	40							

From the above table we can interpret that the respondent somewhere agree with the statement of self-emotion appraisal as the mean value lies between 5.12 and 6.27

4.2 Descriptive Statistics

	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
VAR00015	40	5.8250	.78078	.610	-.017	.374	-.639	.733
VAR00016	40	4.1500	2.11890	4.490	-.088	.374	-1.300	.733
VAR00017	40	5.8500	1.70294	2.900	-1.525	.374	1.034	.733
VAR00018	40	5.4750	.78406	.615	-.081	.374	-.296	.733
Valid N (listwise)	40							

From the above table we can interpret that the respondent somewhere agree with the statement of others emotion appraisal as the mean value lies between 5.82 and 5.47

4.3Descriptive Statistics on Questions

	N	Mean	Std. Deviation	Variance	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
VAR00019	40	6.3250	.79703	.635	-.668	.374	-1.086	.733
VAR00020	40	5.6000	1.00766	1.015	-.209	.374	-.974	.733
VAR00021	40	6.4750	.71567	.512	-1.013	.374	-.275	.733
VAR00022	40	6.2250	.86194	.743	-.970	.374	.375	.733
Valid N (listwise)	40							

From the above table we can interpret that the respondent somewhere agree with the statement of use of emotion appraisal as the mean value lies between 5.82 and 5.47

4.4 Descriptive Statistics

	N	Mean	Std. Deviation	Varian ce	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error

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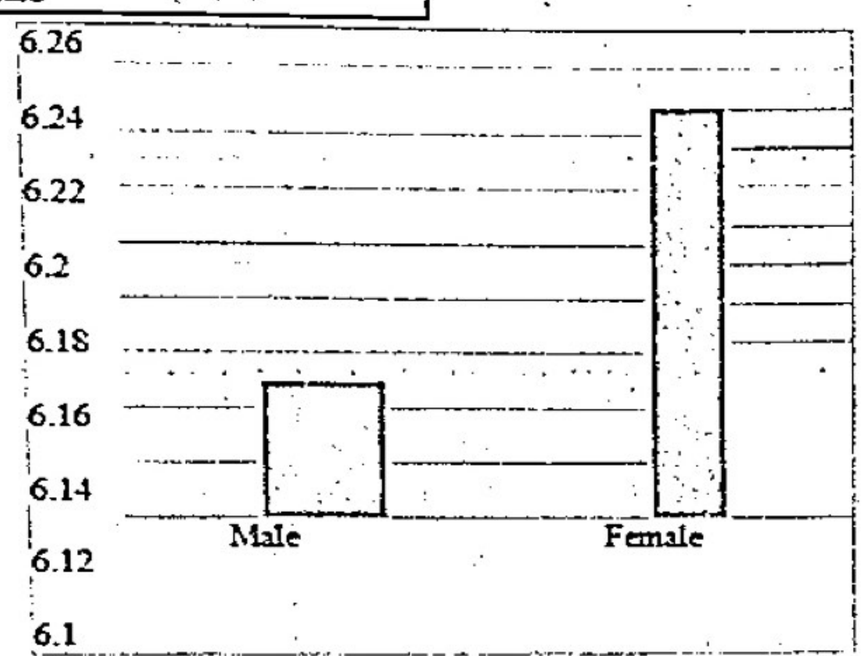
VAR00023	40	4.4750	.81610	.666	.084	.374	1.243	.733
VAR00024	40	3.3250	1.11832	1.251	-.925	.374	.196	.733
VAR00025	40	3.1250	1.55559	2.420	.685	.374	-.414	.733
VAR00026	40	6.1000	1.00766	1.015	-.684	.374	-.809	.733
Valid N (listwise)	40							

From the above table we can interpret that the respondent somewhere agree with the statement of regulation self-emotion appraisal as the mean value lies between 4.47 and 6.10

4.5 Comparison

A) Self-Emotion Appraisal

Demographic classification	Average value calculated
Male	6.15
Female	6.25

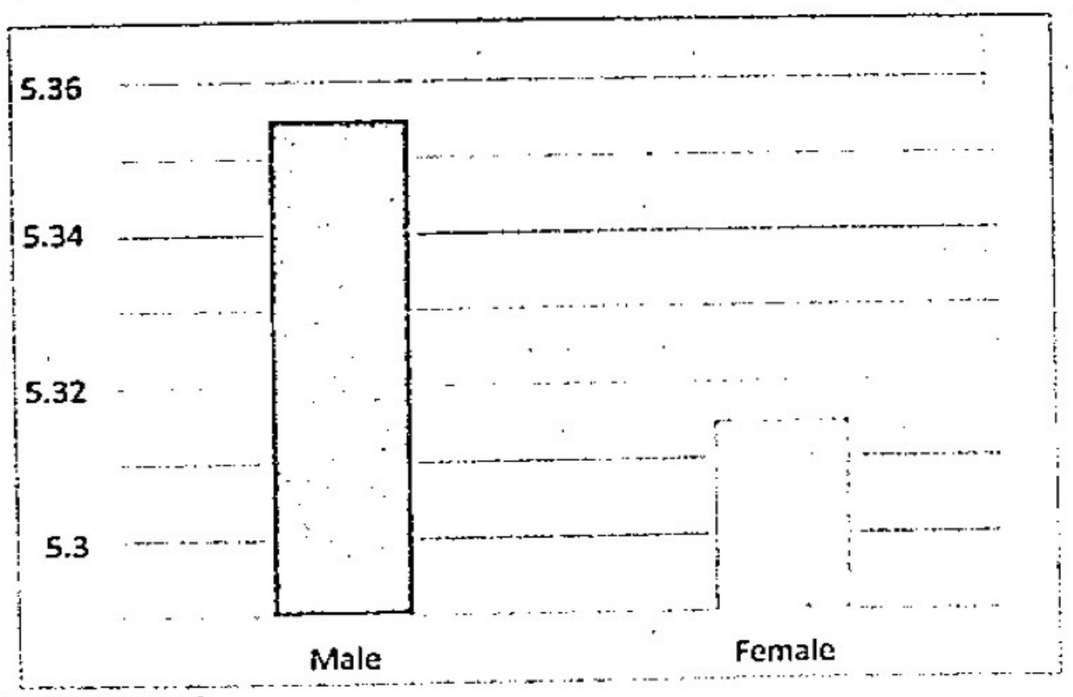


INTREPRETATION

From the above table and graph, we can interpret that in comparison of self-emotion appraisal of male and female employees, female employees have more emotional appraisal than male.

Other- Emotions Appraisal

Demographic classification	average value calculated
Male	5.35
Female	5.27



INTREPRETATION

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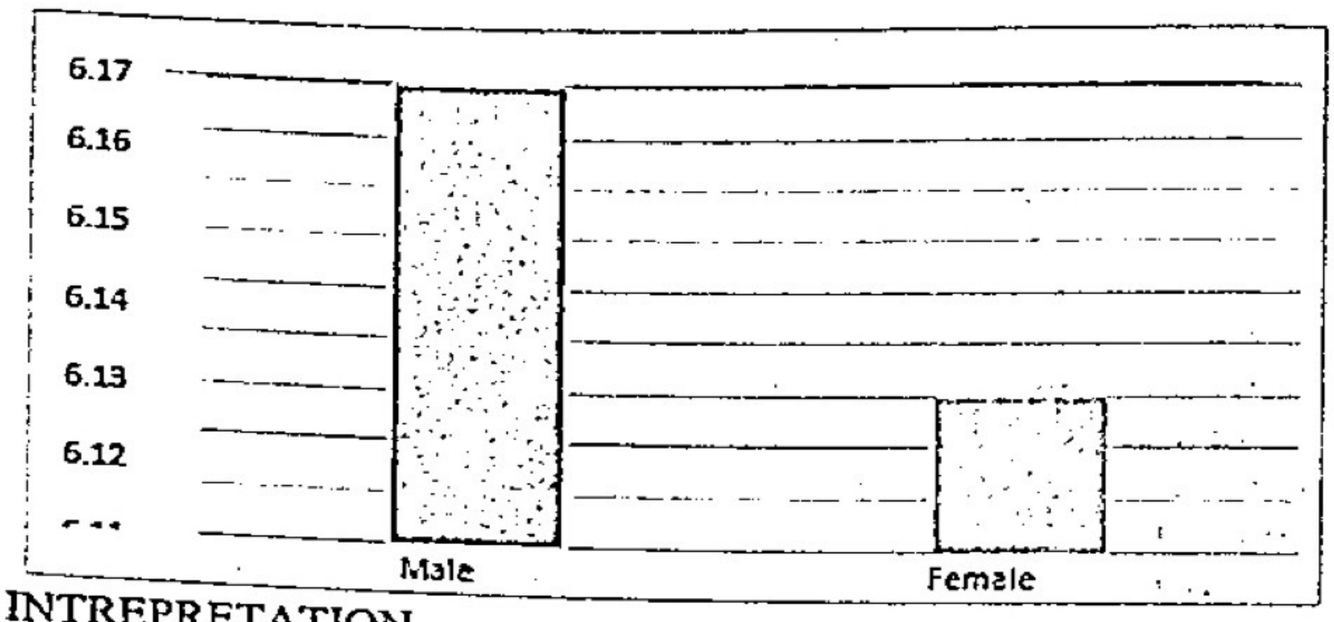
From the above table and graph, we can interpret that in comparison of Other- Emotions Appraisal of male and female employees, male employees have more emotional appraisal than female.

B) Use of emotions

Demographic classification	Average value calculated
Male	6.16
Female	6.1

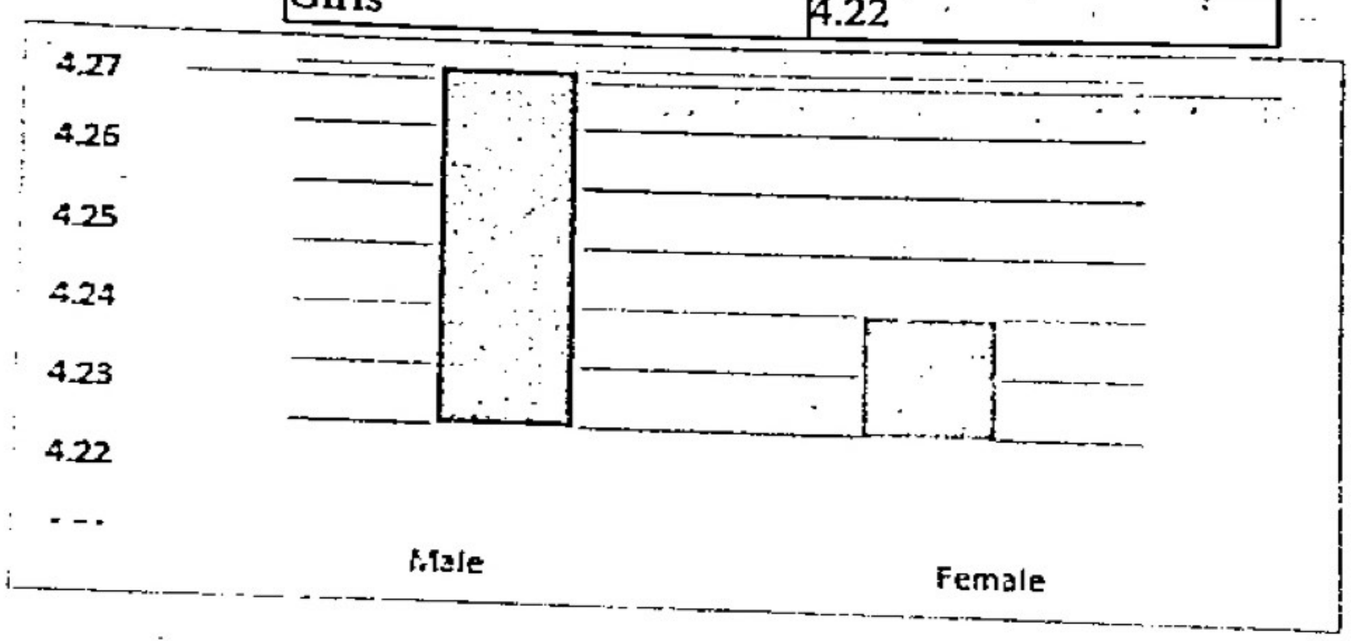


INTREPRETATION

From the above table and graph, we can interpret that in comparison of Emotions usage of male and female employees, male employees have more emotional usage than female.

C) Regulation of Emotions

Demographic classification	average value calculated
Boys	4.26
Girls	4.22



INTREPRETATION

From the above table and graph, we can interpret that in comparison of Regulation of Emotions of male and female employees, male employees have more regulation of emotional

5. FINDINGS:

Following are the findings and conclusion of the study:

- In comparison of self-emotion appraisal of male and female employees, **female employees have more emotional appraisal than male.**
- In comparison of Other- Emotions Appraisal of male and female employees, **male employees have more self-emotional appraisal than female.**
- In comparison of Emotions usage of male and female employees, male

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employees have more emotional usage than female.

- In comparison of Regulation of Emotions of male and female employees, male employees have more regulation of emotional than female.

6. SUGGESTION:

- The company should take initiatives for the employee's self-awareness related to managing their emotions at work place.
- They can implement trainings programmed on awareness for emotion intelligence.
- Online training courses like **Leadership and Emotional Intelligence**
- Identifying the feelings, thoughts and actions the organization should focus on emotional literacy while training the employees.

7. CONCLUSION:

From the above study and interpretations we can conclude that male and female have a difference in their emotions in the organization .In the organization we can see that the female employees have more emotional appraisal than male, male employees have more self-emotional appraisal, we can see that the male have more use of emotional ability than the male and the male are more regulator of their emotions than the female. This may be due to the age differences between the male and female employees

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