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Measuring emotional quotient

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Abstract

It is widely accepted that soft skills greatly affect how people feel and respond to others. If they feel appreciated and valued they are engaged and motivated to achieve organizational goals. Managing emotions at work and at personal life is indispensable for success. Negative emotions such as hate, anger and fear affect us negatively and it should be controlled. Positive emotions should be developed as it makes us happy, satisfied and calm. This study is an attempt to find out the emotional quotient difference amongst male and female employees. A sample of 200 employees was taken for the study. The study was completed in Delhi. The sample comprised of both male and female employees. The result clearly indicates that there is significant difference in emotional intelligence amongst the male and female employees. Also there is significant difference on the basis of experience and seniority level.

Keywords: Emotions, Emotional quotient, Soft skills, Satisfied, Employees.

Introduction

Emotional Stability of human resources at work is very critical for the efficacy of the organization. Formerly the concept of emotional intelligence was widely used to indicate the leadership quality among people and later on this concept was merged with intelligence quotient and the new concept of emotional quotient emerged. Emotional intelligence is the ability to command respect by making relationships or the ability to get along with the people and situations. Sallowi and Meer (1990) introduced emotional quotient for the first time. But after two decades, yet there isn't any unit and acceptable definition of it. Indeed, diversity of authors and researchers that interest emotional quotient leads to offer different and diversity definitions for it. However these authors effort to explain all definitions and concepts of emotional quotient in the following two styles. In the first style known as ability style that introduced by Sallowi and Meer (1990), emotional quotient formed from basic mental abilities in terms of emotional perception, affects, affective facilities, thought, perception, effectiveness perception, and management of affective. Based on this perspective, the cognitions and affective interact with them and emotional quotient is abstract reasoning in front of affective and emotions. In the second perspective that known as combinative style, emotional quotient defined as the combination of mental abilities and personality streaks such as optimism, self-awareness, control emotions and impulses, strength, enthusiasm and motivation (Yousefi, 2006). In other words, emotional quotient refers to abilities of sound perception of environment, self-motivation, cognition, and perception control of yourself and others (so that these processes are able to facilitate thought and communication process) (Zarean, *et al*, 2007) Based on the other definition, emotional quotient refers to set of cognitive abilities and skills that lead to increasing successfulness abilities in front of pressures and environmental contingencies. Gilman believed that emotional quotient includes both internal and external components. The internal components include self-perception, emotion of autonomy and capabilities, self-actualization, and decisiveness. The external components include interpersonal relationships, facility in empathy and responsibility emotions. Also emotional quotient includes individual's capability to perception of facts, flexibilities, problems solving skills, and ability to managing stress and impulses (Dehshiri, 2004) Based on Gilman (2001), generally emotional quotient refers to abilities of regulation and cognition of emotions in individuals. Sallowi and Meer (1990) reported that emotional quotient refers to abilities of controlling your and other's emotions to differentiating between them and utilizing information to directing an individual or performance (Chiva, Alegre 2008)

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Objective of the Study

The study seeks to achieve the following objectives with regard to Emotional Quotient behavior amongst private sector employees:

1. To examine and find out the emotional quotient difference amongst male and female employees.
2. To find out the difference in emotional quotient for different years of experience in service.
3. To explore the difference in emotional quotient at different level of position in the organization.

Hypotheses

H₀₁: There is no significant difference between the emotional quotient of male and female employees.

H₁₁: There is significant difference between the emotional quotient of male and female employees.

H₀₂: There is no significant difference between the emotional quotient of employees on the basis of experience.

H₁₂: There is significant difference between the emotional quotient of employees on the basis of experience.

H₀₃: There is no significant difference between the emotional quotient of employees on the basis of the level in the organization.

H₁₃: There is significant difference between the emotional quotient of the employees on the basis of the level in the organization.

Research Methodology

In the present study the sample of 200 respondents was taken from ten private organizations. Purposive sampling technique was used. The sample was drawn from Delhi. The study used both primary and secondary data. The data was collected from e-mail and face to face interaction. Data was analyzed by using ‘t’ test. A questionnaire was made based on the items of emotional quotient. Elements of Emotional Quotient given by Goleman were used as in questionnaire. EQ includes three following heads:

1. **Self-Awareness-** Recognizing one’s emotions, strength, limits, worth and capabilities. It also includes self-control, managing disruptive emotions, conscientiousness, reliability, adaptability and striving to improve.
2. **Social Awareness-** It includes empathy, developing others, understanding power relationship and group emotional currents.
3. **Social Skills-** It includes leadership skills inspiring and guiding others, resolving conflicts and disagreements, cooperating with others and showing synergy in the group.

Analysis and Interpretation

Respondents Profile

Gender	Male	Female	Total
	100	100	200
Experience	1-5 Years	5-10 Years	
	100	100	200
Level	Middle	Upper	
	100	100	200

Table 1: Comparison of Emotional Quotient between male and female employees.

Gender	N	Mean	S.D	t-value
Male	100	131.30	11.83	2.30
Female	100	136.01	10.55	

Female have high level of emotional quotient in comparison to male. The calculated ‘t’ value is 2.30 which is more than the table value so we can say that the difference is significant. Our null hypothesis is rejected and alternate hypothesis is accepted that there is significant difference in the emotional quotient of male and female employees.

Table 2: Comparison of Emotional Quotient on the basis of experience.

Experience	N	Mean	S.D	t-value
1 - 5 years	100	132.4	12.74	1.80
5-10 years	100	135.1	9.6	

Table 2 shows that the employees who have less experience have less emotional quotient and the employees who have more experience in the organization have more emotional quotient. After calculating the ‘t’ value it was observed that it is more than the table value. Hence the difference is significant and we can interpret that there is significant difference in the emotional quotient of employees who have difference in the experience. We accept our alternate hypothesis.

Table 3: Comparison of Emotional Quotient on the basis of level in organization.

Level	N	Mean	S.D	t-value
Middle	100	131.4	11.94	2.60
Upper	100	135.2	10.16	

The EQ of employees who are working at senior level in organizations have high degree of emotional quotient which is 135.2. People working at middle level have low EQ having a mean of 131.4. The table value is less than the calculated value (2.60) at 0.05 level of significance. So our null hypothesis that there is no significant difference between EQ of employees working at middle and upper level stands rejected and the alternate hypothesis is accepted.

Conclusion

Managing emotions at work and at personal life is indispensable for success. Negative emotions such as hate, anger and fear affect us negatively and it should be controlled. Positive emotions should be developed as it makes us happy, satisfied and calm. By implementing the followings methods one can manage the emotions properly:

- **Empathy:** It means understanding the feelings of others while interacting with them. Empathy helps us to understand others in a better way.
- **Cooperation:** Team work is the core for any organization. Employees should know when to take lead and when to follow. This will increase the collective action which will bring cooperation among employees.
- **Governing the Emotions:** Dysfunctional emotions such as anger and fear should be controlled and properly channelized into positive emotions by regular practice.

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