International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

A Study on Emotional Intelligence of Women Employees in Service Sector and their Leadership Abilities

Manidipa Chatterjee

Associate Professor, Institute of Business Management NCEB (Under JU)

Abstract

The study is based on measuring the Emotional Intelligence (EI) level among the sample of 120 women employees working in service sector. Mostly data were collected from IT/ITES, banking & retail sector employees through a pretested structured questionnaire. The structured questionnaire was framed based on the five factors of EI as depicted by Daniel Goleman like self-awareness, self-regulations, motivation, social awareness and social skill. Results from the statistical analysis revealed that all the five sub factors of Emotional Intelligence (EI) varies with one or the other demographic profile of the sample respondents like age, marital status, no. of children, education level, type of organization, designation, income level and total years of job experiences. On an average the women having children rate themselves higher in terms of all the five factors of EI rather than women having no child. Again, between married and unmarried respondents, unmarried respondents rate them higher in terms of the five factors of Emotional Intelligence rather than the married respondents. This study also highlights the fact that EI is an essential determinant for effective leadership and an integral element of the new transformational leadership approach. So, women can also have the same potential to become effective and successful leaders by developing and enhancing their EI skills. Women's' feminine leadership behaviour and high emotional fluctuations emerged from learning and relearning the EI skills.

Keywords: Self-awareness, Self-regulations, Motivation, Social awareness and Social skill, Emotional Intelligence, Leadership Style

1. Introduction:

Emotional Intelligence (EI) is the ability to manage both our own emotions and understand the emotions of people around us. Though the first concept of Emotional Intelligence was introduced by John Mayer and Peter Saloven in 1997 but later psychologist, Daniel Goldman proposed his theory of Emotional Intelligence. His concept evolved from his experience and research, which focused on behaviours, emotions, and the brain. In his book on **Emotional Intelligence published in 1995** where he depicted that Emotional Intelligence (EI) matters more than EQ (Emotional Quotient) in an individual. So, having a high level of emotional intelligence means to compare with others, communicate effectively, and be both self and socially aware. How we respond to ourselves and how we control our emotions which impact our home and work environments are the main areas of study on EI.

Today the value of emotional intelligence is immense particularly when we think about this competitive world, EI is one of the most significant performance indicators for workers. From

recruitment, staffing to resignation, emotional intelligence is one such factor that is closely associated with the company. So, employees with well-managed emotions can play a central role in the productivity of employees. Emotional intelligence affects not only the career but also the workplace. Emotionally intelligent work improves the performance of people by encouraging positive relationships, good group performance, and social conditions.

From time immemorial studies across the globe and over the decades have found that females tend to score higher than males on EQ skills like empathy and other awareness. But still some of the research focused on impact of gender on Emotional intelligence. An analysis of emotional Intelligence was found in thousands of men and women which showed that women, on average, are more aware of their emotions, show more empathy, and are more adept interpersonally. Men, on the other hand, are more self-confident, optimistic, and adaptable. It was found that men are also able to handle stress better than women. In general, however, far more similarities exist than differences. Some men are empathetic as the most interpersonally sensible women are, while some women are just as able to withstand stress as the most emotionally resilient men. After taking into account overall ratings for men and studies women, the strengths and weaknesses average out, so it is a competition between both sexes. Various research by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) revealed that females have higher emotional intelligence than that of males. Since females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males. The impact of society socializes the two genders differently as revealed by the studies of Duckelt and Raffalli (1989) and Sandhu and Mehrotra (1999). Moreover, higher emotional intelligence among girls can also be explained in terms of some of their personality characteristics. Similar findings were reported in studies by Tapia (1999) and Dunn (2002). They observed that girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. Girls are more sensitive towards their relationships with parents, friends and siblings. All these traits help them to acquire more emotional intelligence as compared to boys. This study can be treated as one of the major findings in the field of emotional intelligence.

2. Literature Review:

Salovey and Mayer (1990) were the first to introduce the meaning of Emotional Intelligence (EI) and assemble the domains of EI, which had been expanded by most of the theoretical researchers. They had highlighted that Emotional Intelligence can be categories into five domains: **(a) motivating oneself, (b) empathy, (c) handling relationships, (d) self-awareness, and (e) managing emotions.** Their "Ability Model" interprets EI as a verifiable intelligence, that is, emotions may coordinate with the thought process of mind and allow individual to come with a logical thought and intelligent decision making. These mental abilities are developed with experience and are arranged in psychological hierarchy. Thus, according to this model, EI is defined as four different types of ability "the ability to perceive emotion through facial expression, body language, voices; the ability to use own emotions or other person's emotions to achieve a preferred outcome; the ability to understand emotion in order to lower the chance of understanding complex emotion; and the ability to manage emotions to facilitate intellectual and emotional growth.

According to **Mayer and Salovey (1990)**, for positive existence and outcomes in life these abilities are very crucial for an individual. **Goleman's (1995)** book also highlighted these abilities and claimed that to be successful in a workplace one must have more EI than IQ. **Goleman (1998)** explained Emotional

intelligence as the capacity for recognizing our own emotion and of others, for motivating ourselves, and for managing emotion well in us and in our relationship. Goleman had conducted a study, where he reviewed nearly 500 organizations worldwide and found that people who rise to the upper position in an organization score highest on EQ measuring scale. **Thorndike (1920)** explained that the key element of intelligence for an individual is 'social intelligence' as it speaks on the propensity to acknowledge and manage individuals. **Bar-On (1997)** explained that Emotional Intelligence plays a key role to tackle difficult situations and build a coping ability among individuals; this set of behavioural traits help them to succeed in an unwanted environmental pressure. Employees, who are emotionally intelligent, will support their organization to achieve competitive advantage through adaptive to new state of affairs, be open to accept new policies, and for any change give positive response. **Huy (1999)** has explained emotional intelligence as an important part of learning phase of organizational change. According to his model, emotional intelligence helps in facilitating the change in an organization into adaptability. **Besharat (2005)** had investigated that people with high emotional intelligence are confident and positive in handling difficult situations and give attention to solutions rather than complaining about the cause of failures. **Cooper (1996)** has explained that, individuals are going through various kind of issues be it's related to work or everyday life. According to him, psychological research has suggested that, person's need to know how to understand and manage their emotion in order to get a rewarding life.

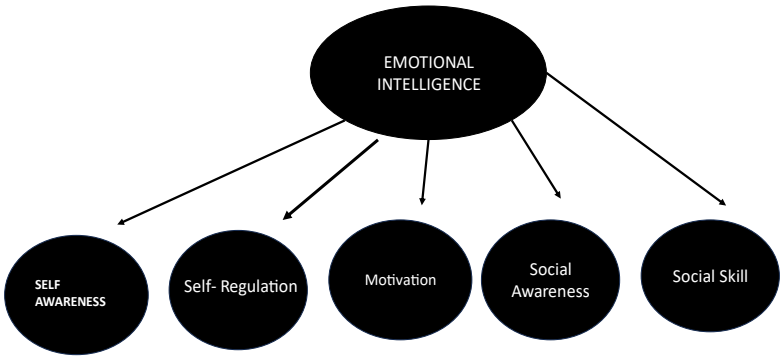
3. Models and Theoretical Framework of Emotional Intelligence – Daniel Goleman

At present, emotional intelligence includes four main models: **Bar-On model, Mixed model, Ability model, and Trait model.** Bar-On model views, emotional intelligence as a mixed intelligence which include cognitive ability, health, personality and well-being as it helps an individual to understand one's own emotions as well as others. This model helps people to cope with difficult surroundings and be more successful with the demanding environment**.**

The Mixed Model deals with leadership performance as it focuses on a wide range of skills and proficiencies which are required to be a successful leader. **The Ability Mode**l explained emotions may coordinate with the thought process of mind and allow individual to come with a logical thought and intelligent decision making. Petrides (2010) explained **Trait Model** as the ability to recognize own emotional abilities called as emotional self – perceptions or emotional self-efficacy. According to him emotions are personal and emotional intelligence helps an individual to perceive his/her own ability to work with their emotions.

But this study on Emotional Intelligence is based on the theory and concept of Emotional Intelligence as given by **Daniel Goleman**. According to Goleman "The capacity to recognise our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Our bodies communicate with us to tell us and others what we need. Dr. Goleman described emotional intelligence as a person's ability to manage their feelings so that those feelings are expressed appropriately and effectively. According to Goleman, emotional intelligence is the largest single predictor of success in the workplace. Daniel Goleman's emotional intelligence theory predicted 5 components and these are: self-awareness, self-regulations, motivation, empathy and social skill. These five integral elements—self-awareness, self-regulation, motivation, empathy, and social skills—constitute the crux of emotional intelligence. empathy and social skills. The first component of emotional intelligence is self- awareness which means, "having a deep understanding to one's emotions, strengths, weaknesses, needs and drives" **(Goleman, 1995).** People who possess this quality avoid the

extremes of being overly crucial and unrealistically hopeful. Furthermore, these people know how their feelings affect them, others and their job performance (Goleman. 1995). The second component of emotional intelligence is self-regulation. This is an ongoing conversation people have with themselves, which frees them being prisoners of their feelings (Goleman, 1995). People who have high degree of self-regulation have much capability of facing the ambiguities of an advancing industry than those who has low degree of self-regulation. The integrity of a home can be enhanced with the help of high level of self-regulation. People with high level of self-regulation do not make bad decisions through impulsive behaviours. Self-regulation will help individuals to make thoughtful decisions, which stay in control of their feelings. The third component of emotional intelligence is motivation, which extends to the deep inner desire to achieve for the sake of achievement. Motivated individuals want to achieve beyond their and everyone else's expectations. Motivation makes people restless; therefore, they continuously explore new horizons to find better ways of doing their jobs. Highly motivated people remain optimistic even though they have experienced failure or a setback. Motivated person is committed to succeed in its goals and objectives. The fourth component of emotional intelligence is empathy or social awareness which means to be considerate and aware of other's feelings. Empathic individuals are also effective in retaining talent because they are able to develop personal rapport with others. The last component of emotional intelligence is social skills. Individuals use their friendliness in order to have people do what they want. Social individual is an effective persuader. It is believed that emotional intelligence plays a very important role in leadership, work life and career development. IQ predicts only about 20 percent of career successes, which leave the remaining 80 percent to other factors such as emotional intelligence (Pool, 1997).



4. Objectives of the Study:

- To find out how the five factors of Emotional Intelligence varies across the demographic profile of the women respondents like age, marital status, number of children, education level, types of organization, income level, designation, job experiences of the respondents through hypothesis testing.
- To investigate whether there are any significant statistical differences of the five factors of EI between the population means of the married and unmarried respondents and between women respondents having child or no child.
- To find out correlation if any between EI, decision making abilities and leadership abilities of employed women in service sector.

5. Research Methodology:

a) Type of Research:

This study is descriptive in nature; relevant data had been collected from both primary and secondary sources of information. Random sampling method was used to collect data from 120 women respondents working in service sector mainly IT/ITES, banking & retail sector.

The data was collected through structured questionnaire which was divided into two parts. Respondents were asked to reveal their demographic profile in the first part of the questionnaire i.e. age, education, income, marital status and second part of the questionnaire is to measure the emotional intelligence level of employee in five areas mainly constructed by Goelman was used and these are self-awareness, self-regulations, motivation, social awareness and social skill.

Clubbing of the 5 variables were done on the basis of the following sub-factors as framed in the structured questionnaire.

Five Factors of EI	
SELF -AWARENESS	Emotional Awareness, Accurate Self-Assessment, Self-Confidence
SELF- REGULATIONS	Self Control, Trust Worthiness, Conscientiousness, Adaptability, Innovativeness.
MOTIVATION	Achievement Drive, Commitment, Initiative, Optimism.
SOCIAL AWARENESS	Empathy, Service Orientation, Developing Others, Leveraging Diversity, Political Awareness.
SOCIAL SKILL	Influence, Communication, Leadership, Change Catalyst, Conflict Management, team building.

The Secondary Data were collected from various journals, articles, research report etc. Nearly 150 women employees in three types of private organization like two IT/ITES, two private banks and one retail store in Kolkata were taken for the purpose of the study. Taking the permission from their respective company and mostly sending mailed questionnaire in google form the responses were collected. Among 150 female respondents only 120 were taken for the purpose of the study as rest of the responses were either incomplete or wrongly interpreted by the respondents.

b) Validity & Reliability of the Data Sets used:

Preliminary pilot testing was done on a sample of 30 women respondents in order to reduce any such confusion regarding the various sub factors of EI. Some of the questions are also changed and modified after the pilot testing in order to make the variables more easy to understand for the women respondents and some of the improvements of the items are made are added or discarded accordingly.

Besides **Cronbach's alpha** coefficient confirms the internal consistency of the set of items of the structured questionnaire. The present data set for the study shows Cronbach's alpha value is equal to 0.839. In general, any value greater than 0.50 is desirable of the Cronbach's alpha. So, the data set is quite reliable and valid.

c) Sampling Frame & Type of Sampling: Among the 120 women respondents, 39% are married and 81% are single. The minimum age of the respondents are 21 years and minimum qualification is

graduation and all of them were working.

6. Analysis of the Study:

Table-I: Demographic Profile of the Respondents:

Age Band in Yrs	**Frequency of the Respondents**	**Percentage of Respondents (%)**
21-25	12	10.0
26-30	57	47.5
31-35	45	37.5
36-40	0	0
41-45	3	2.5
41-50 yrs	3	2.5
> 50 yrs	0	0
Marital Status		
Married	39	32.5
Single	81	67.5
Having Children		
Yes	66	55
No	54	45
Educational Qualification		
Graduate	21	17.5
Post Graduate	99	82.5
Prof. Qualification/others	0	0
Designation/ Level		
Junior Level	18	15.0
Middle Level	99	82.5
Upper Level	3	2.5
Monthly Income		
Up to Rs.10000	12	10.0
10,001- 20,000	9	7.5
20,001- 30,000	6	5.0
30,001- 40,000	15	12.5

40,001- 50,000	36	30.0
50,001-75,000	24	20.0
> 1,00,000	3	2.5
Total years of Job Experience		
Less than 5 years	51	42.5
6 to 10 years	57	47.5
> 10 years	12	10.0

Demographic Profile of the respondents shows that 47.5% of the respondents are between the age profile 26 to 30 years and 37.5% of the respondents are between 31 to 35 years. So, mostly the sample comprised of young men and women from different service sectors. All other age bands are significantly low.

Among the women respondents, 39% are married and 81% are single. Again, among the married respondents only 66% are having children and the rest 54% are not having any child. Educational profile of the respondents shows that majority of the respondents i.e. 82.5% of the respondents are mostly post graduate and the rest are graduates. Mostly middle level executives are surveyed (82.5%) and 15% are in the junior level and only 2.5% are working in the senior management positions.

50% of the respondents' monthly income varies from Rs.40,001 to Rs. 75,000. 47.5% of the sample are having job experiences 6 to 10 years. Fresher's respondents mostly having less than 5 years of experiences are only 42.5% of the sample. Only 10% of the sample respondents are having experiences more than 10 years.

a) Hypothesis Testing:

Null Hypothesis:

H0: There is no such variation of the Emotional Intelligence (EI) of the respondent with their different age band.

Alternative Hypothesis:

H1: There is a variation of the EI with the age band of the respondents.

Table 2: ONE WAY ANOVA- AGE WISE

		Sum of Squares	df	Mean Square	F	Sig.
Self Aware	Between Groups	5.932	4	1.483	5.737	.000*
	Within Groups	29.726	115	.258		
	Total	35.658	119			
Self regu	Between Groups	3.634	4	.909	3.990	.005*
	Within Groups	26.185	115	.228		
	Total	29.819	119			
Self motivate	Between Groups	3.776	4	.944	3.149	.017
	Within Groups	34.469	115	.300		
	Total	38.245	119			
Social aware	Between Groups	1.759	4	.440	1.479	.213

	Within Groups	34.175	115	.297		
	Total	35.933	119			
Social skill	Between Groups	1.734	4	.433	1.212	.310
	Within Groups	41.123	115	.358		
	Total	42.856	119			

Here we see from Table- 2 for the factor self – awareness & self-regulation, p value<=0.05. So Null hypothesis is rejected and alternative hypothesis is accepted. But age band of the respondents do not have any such impact on self-motivation, social awareness & social skill.

H0: There is no such variation of the factors of Emotional Intelligence (EI) of the respondent with the marital status of the respondents.
H1: There is a variation of the factors of Emotional Intelligence with the marital status of the respondents.

Table 3: One- way Anova- Marital Status

		Sum of Squares	df	Mean Square	F	Sig.
SelfAware	Between Groups	1.181	1	1.181	4.041	.047*
	Within Groups	34.478	118	.292		
	Total	35.658	119			
Selfregu	Between Groups	2.280	1	2.280	9.770	.002*
	Within Groups	27.539	118	.233		
	Total	29.819	119			
Selfmotivate	Between Groups	2.278	1	2.278	7.473	.007*
	Within Groups	35.967	118	.305		
	Total	38.245	119			
Socialaware	Between Groups	1.270	1	1.270	4.324	.040*
	Within Groups	34.663	118	.294		
	Total	35.933	119			
Socialskill	Between Groups	2.363	1	2.363	6.887	.010*
	Within Groups	40.493	118	.343		
	Total	42.856	119			

Here we see from Table-3, except self-motivation in all other factors p value <= 0.05. So Null hypothesis is rejected and alternative hypothesis is accepted. Except self-motivation all other factors like self-awareness, self-regulation, social awareness and social skills varies with the marital status of the respondents.

H0: There is no such variation of the factors of Emotional Intelligence (EI) of the respondent with the gender of the respondents.
H1: There is a variation of the factors of Emotional Intelligence with the gender of the respondents.

H0: – There is no such variation of the factors of Emotional Intelligence (EI) with the number of children of the married respondents.
H1: There is variation of the factors of Emotional Intelligence with the (EI) with the number of children of the married respondents.

Table 5: One way ANOVA with the Number of Children of the Married Respondents						
		Sum of Squares	df	Mean Square	F	Sig.
SelfAware	Between Groups	.128	1	.128	.425	.516
	Within Groups	35.530	118	.301		
	Total	35.658	119			
Selfregu	Between Groups	.337	1	.337	1.350	.248
	Within Groups	29.482	118	.250		
	Total	29.819	119			
Selfmotivate	Between Groups	.017	1	.017	.053	.819
	Within Groups	38.228	118	.324		
	Total	38.245	119			
Socialaware	Between Groups	.104	1	.104	.342	.560
	Within Groups	35.830	118	.304		
	Total	35.933	119			
Socialskill	Between Groups	2.250	1	2.250	6.539	.012*
	Within Groups	40.606	118	.344		
	Total	42.856	119			

As per Table 5 – Except social skill, in all other factors p value > 0.05. So Null hypothesis is accepted but for social skill p value < 0.05, Null hypothesis is rejected and alternative hypothesis is accepted.

H0: There is no such variation of the factors of Emotional Intelligence with the level of education of the respondents.
H1: There is a variation of the factors of Emotional Intelligence with the level of education of the respondents.

Table 6: One way ANOVA with the level of education of the respondents						
		Sum of Squares	df	Mean Square	F	Sig.
SelfAware	Between Groups	.249	1	.249	.828	.365
	Within Groups	35.410	118	.300		
	Total	35.658	119			
Selfregu	Between Groups	.015	1	.015	.058	.811
	Within Groups	29.805	118	.253		
	Total	29.819	119			
Selfmotivate	Between Groups	1.742	1	1.742	5.631	.019
	Within Groups	36.503	118	.309		
	Total	38.245	119			

Socialaware	Between Groups	.496	1	.496	1.653	.201
	Within Groups	35.437	118	.300		
	Total	35.933	119			
Socialskill	Between Groups	.155	1	.155	.428	.514
	Within Groups	42.701	118	.362		
	Total	42.856	119			

From Table 6 it is revealed that none of the factors of EI shows p value <= 0.05. So Null hypothesis is accepted and alternative hypothesis is rejected. It means the factors of EI do not vary with the educational level or background of the respondents.

H0: There is no such variation of the factors of Emotional Intelligence with the type of organization of the respondents.
H1: There is a variation of the factors of Emotional Intelligence with the type of organization of the respondents.

Table 7: One Way ANOVA with the type of organization

		Sum of Squares	df	Mean Square	F	Sig.
SelfAware	Between Groups	.781	4	.195	.644	.632
	Within Groups	34.877	115	.303		
	Total	35.658	119			
Selfregu	Between Groups	.273	4	.068	.265	.900
	Within Groups	29.546	115	.257		
	Total	29.819	119			
Selfmotivate	Between Groups	1.159	4	.290	.899	.467
	Within Groups	37.086	115	.322		
	Total	38.245	119			
Socialaware	Between Groups	3.535	4	.884	3.137	.017*
	Within Groups	32.398	115	.282		
	Total	35.933	119			
Socialskill	Between Groups	2.734	4	.684	1.959	.105
	Within Groups	40.122	115	.349		
	Total	42.856	119			

From Table 7 it is found that except social awareness where p value<=0.05 null hypothesis is rejected and alternative hypothesis is established and in all other factors null hypothesis is accepted as p value >0.05. So social awareness varies with the type of organization of the respondents rather than any other factors.

H0: There is no such variation of the factors of Emotional Intelligence with the designation of the respondents.
H1: There is a variation of the factors of Emotional Intelligence with the designation of the respondents.

Table 8: One Way Anova with the designation of the respondents						
		Sum of Squares	df	Mean Square	F	Sig.
SelfAware	Between Groups	2.473	2	1.236	4.359	.015*
	Within Groups	33.186	117	.284		
	Total	35.658	119			
Selfregu	Between Groups	2.389	2	1.194	5.095	.008*
	Within Groups	27.430	117	.234		
	Total	29.819	119			
Selfmotivate	Between Groups	2.870	2	1.435	4.747	.010*
	Within Groups	35.375	117	.302		
	Total	38.245	119			
Social aware	Between Groups	1.032	2	.516	1.730	.182
	Within Groups	34.901	117	.298		
	Total	35.933	119			
Social skill	Between Groups	2.373	2	1.186	3.429	.036*
	Within Groups	40.484	117	.346		
	Total	42.856	119			

From Table 8 it is revealed that except social awareness which shows p value > 0.05 in all other factors null hypothesis is rejected as p value<=0 and alternative hypothesis is accepted. So self -awareness, self- regulation, self -motivation and social skill varies with the designation of the sample respondents working in the service sector.

H0: There is no such variation of the factors of Emotional Intelligence with the income level of the respondents

H1: There is a variation of the factors of Emotional Intelligence with the income level of the respondents.

Table 9: One Way ANOVA with the Income Level of the Respondents						
		Sum of Squares	df	Mean Square	F	Sig.
Self Aware	Between Groups	2.839	7	.406	1.384	.219
	Within Groups	32.819	112	.293		
	Total	35.658	119			
Self regu	Between Groups	2.914	7	.416	1.733	.108
	Within Groups	26.905	112	.240		
	Total	29.819	119			
Self-motivate	Between Groups	3.784	7	.541	1.757	.103
	Within Groups	34.461	112	.308		
	Total	38.245	119			
Social aware	Between Groups	2.142	7	.306	1.014	.425
	Within Groups	33.791	112	.302		
	Total	35.933	119			

Social skill	Between Groups	5.402	7	.772	2.308	.031*
	Within Groups	37.454	112	.334		
	Total	42.856	119			

From Table 9 it is revealed that except social skill in all other factors of EI p value > 0.05. So only social skill varies with the income level of the respondents.

H0: There is no such variation of the factors of Emotional Intelligence with the years of job experiences of the respondents
H1: There is a variation of the factors of Emotional Intelligence with the years of job experiences of the respondents.

From Table: 10 below it is revealed that self-motivation and social awareness are the two factors where p value<= 0.05, so null hypothesis is rejected and alternative hypothesis is accepted. These are the two factors on which job experiences of the respondents depends.

Table 10: One Way ANOVA with the years of job experience of the Respondents

		Sum of Squares	df	Mean Square	F	Sig.
Self Aware	Between Groups	.258	2	.129	.426	.654
	Within Groups	35.400	117	.303		
	Total	35.658	119			
Self regu	Between Groups	.249	2	.124	.492	.613
	Within Groups	29.571	117	.253		
	Total	29.819	119			
Self-motivate	Between Groups	2.299	2	1.150	3.742	.027*
	Within Groups	35.946	117	.307		
	Total	38.245	119			
Socialaware	Between Groups	5.584	2	2.792	10.763	.000*
	Within Groups	30.349	117	.259		
	Total	35.933	119			
Socialskill	Between Groups	1.563	2	.781	2.214	.114
	Within Groups	41.294	117	.353		
	Total	42.856	119			

Table – 11-Summary of the One- Way Anova Testing

Sub Factors of EI	**Age**	**Marital status**	**No. of children**	**Education level**	**Type of org.**	**Desgn.**	**Income level**	**Job Exp.**
Self awareness	sig.	sig	x	x	sig	sig	x	x
Self-regulation	sig	sig	x	x	x	sig	x	x
Self -	x	sig	x	x	x	sig	x	sig

motivation								
Social awareness	x	sig	x	x	x	x	x	sig
Social Skill	x	sig	sig	x	x	sig	sig	x

The above table summarizes the results of the One-way Anova Testing of the five factors of EI with the demographic profile of the respondents.

a) Independent Sample T test

Among the sample women respondents 39% are married and 81% are unmarried. Again among the women respondents 66% are having children and 54% are having no child. Now Independent sample T test is conducted with the 5 sub-factors of EI to find out if there are any statistical difference between population means of the two groups married and unmarried respondents as well as respondents having child or no child.

Hypothesis Testing

H0: There is no statistical difference between married and unmarried women respondents in terms of the five sub factors of EI.

H1: There is a statistical difference between the married and unmarried respondents in terms of the five subfactors of EI

Table- 13: Independent Samples Test with Marital Status of the Respondents

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Self Aware	Equal variances assumed	5.454	.021	-2.010	118	.047	-.21178	.10535	-.42040	-.00315
	Equal variances not assumed			-1.858	62.099	.068	-.21178	.11396	-.43957	.01602

Self regu	Equal variances assumed	.096	.757	-3.126	118	.002	-.29430	.09416	-.48076	-.10785
	Equal variances not assumed			-3.047	70.465	.003	-.29430	.09658	-.48690	-.10170
Self - motivate	Equal variances assumed	.063	.802	-2.734	118	.007	-.29416	.10760	-.50725	-.08107
	Equal variances not assumed			-2.711	73.521	.008	-.29416	.10852	-.51042	-.07790
Social aware	Equal variances assumed	2.760	.099	-2.079	118	.040	-.21966	.10564	-.42884	-.01047
	Equal variances not assumed			-1.971	65.823	.053	-.21966	.11144	-.44216	.00285
Social skill	Equal variances assumed	.459	.500	-2.624	118	.010	-.29962	.11417	-.52571	-.07353
	Equal variances not assumed			-2.641	76.350	.010	-.29962	.11346	-.52558	-.07366

Table 14: Group Statistics

V Marital Status		N	Mean	Std. Deviation	Std. Error Mean
SelfAware	1.0	39	3.2821	.62262	.09970
	2.0	81	3.4938	.49683	.05520
Selfregu	1.0	39	3.3538	.50672	.08114
	2.0	81	3.6481	.47146	.05238
Selfmotivate	1.0	39	3.4327	.56111	.08985
	2.0	81	3.7269	.54776	.06086
Socialaware	1.0	39	3.6692	.59787	.09574
	2.0	81	3.8889	.51332	.05704
Socialskill	1.0	39	3.4103	.57874	.09267
	2.0	81	3.7099	.58912	.06546

Interpretation of T test:

From Table 13 & 14, it is found that p value > 0.05 in each of the four factors viz- Self regulation, Self-motivation, Social-awareness and Social skill so null hypothesis is not rejected in their cases. But for the factor self-awareness, p value< 0.05. So null hypothesis is rejected and alternative hypothesis is accepted. So there is a statistical difference between the population means of married and unmarried respondents in terms of their self- awareness.

Hypothesis Testing:

H0: There is no statistical difference between women respondents having children or no children in terms of the five sub factors of EI.

H1: There is a statistical difference between the women respondents having children or no children in terms of the five subfactors of EI.

Table – 15: Independent Samples Test with Number of Children of the Respondents

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Self Aware	Equal variances assumed	4.609	.034	.652	118	.516	.06566	.10069	-.13373	.26505
	Equal variances not assumed			.665	117.990	.508	.06566	.09877	-.12993	.26125
Self regu	Equal variances assumed	.749	.389	-1.162	118	.248	-.10657	.09172	-.28819	.07506
	Equal variances not assumed			-1.176	117.213	.242	-.10657	.09062	-.28602	.07289

Self motivate	Equal variances assumed	6.465	.012	.230	118	.819	.02399	.10444	-.18283	.23081
	Equal variances not assumed			.233	117.683	.816	.02399	.10288	-.17975	.22773
Social aware	Equal variances assumed	.016	.901	-.584	118	.560	-.05909	.10111	-.25932	.14114
	Equal variances not assumed			-.588	115.458	.558	-.05909	.10056	-.25827	.14009
Social skill	Equal variances assumed	10.185	.002	-2.557	118	.012	-.27525	.10764	-.48841	-.06209
	Equal variances not assumed			-2.640	116.281	.009	-.27525	.10427	-.48176	-.06874

Table 16: Group Statistics

V Having Children		N	Mean	Std. Deviation	Std. Error Mean
SelfAware	1.0	66	3.4545	.59308	.07300
	2.0	54	3.3889	.48887	.06653
Selfregu	1.0	66	3.5045	.52578	.06472
	2.0	54	3.6111	.46608	.06343
Selfmotivate	1.0	66	3.6420	.60562	.07455
	2.0	54	3.6181	.52103	.07090
Socialaware	1.0	66	3.7909	.56425	.06945
	2.0	54	3.8500	.53438	.07272
Socialskill	1.0	66	3.4886	.66231	.08152
	2.0	54	3.7639	.47769	.06500

Interpretation of the T Test:

From Table 15 & 16 it is revealed that for the factor social awareness and social skills among the married respondents p value< 0.05. So, for these two factors of EI null hypothesis is rejected and alternative hypothesis is accepted. That means for the factor social awareness and social skills there is a

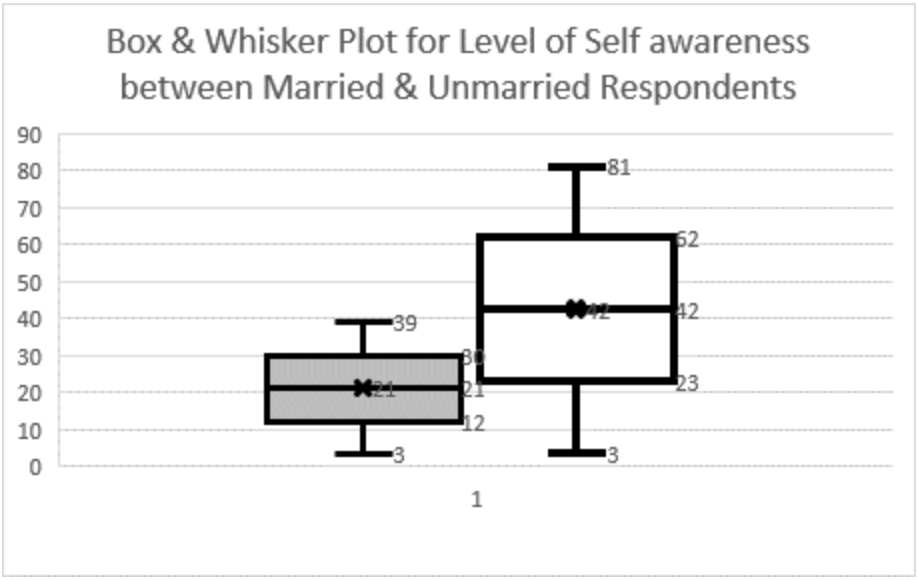
statistical difference between the population means of the women respondents having child or no child. For all other factors p value> 0.05. So null hypothesis is rejected.

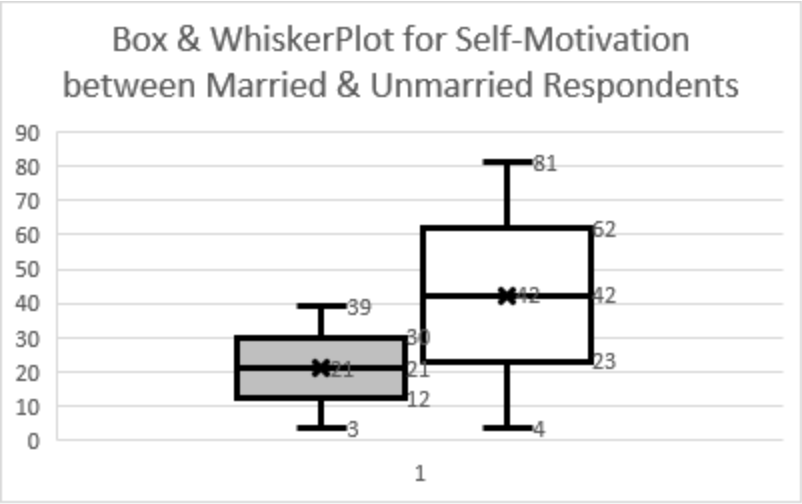
b) Box & Whisker Plot

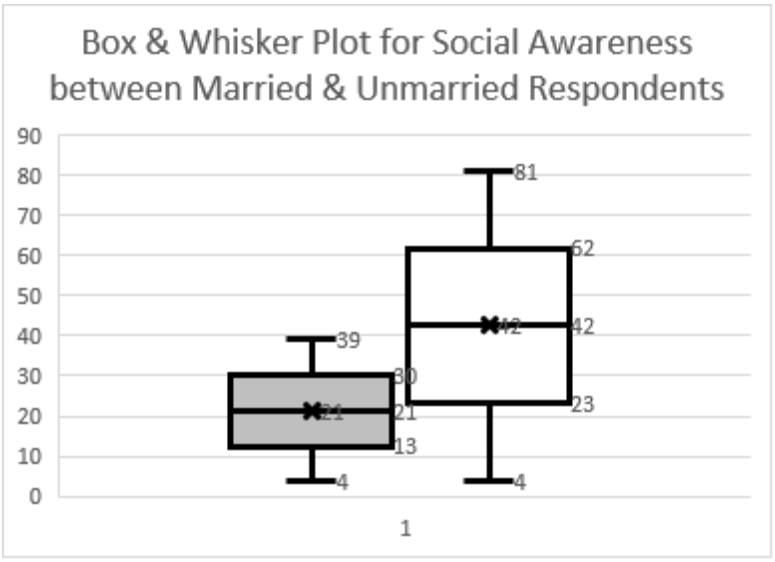
Box and Whisker Plot of the population means of the five factors of EI i.e. self- awareness, self-regulation, self-motivation, social awareness & social skill between married and unmarried women respondents as well as between women respondents having child or no child.

Box plot is particularly useful for comparing the distribution of different group like in this case between married & unmarried Respondents and between women respondents having child or no child. Each box is representing the distribution ratings of each factor among the two groups of respondents. The median line within each box represents the mean rating of that factor within the group.

In each of the above graph **dark area** is meant for **married respondents** and **white area** indicates for unmarried respondents.



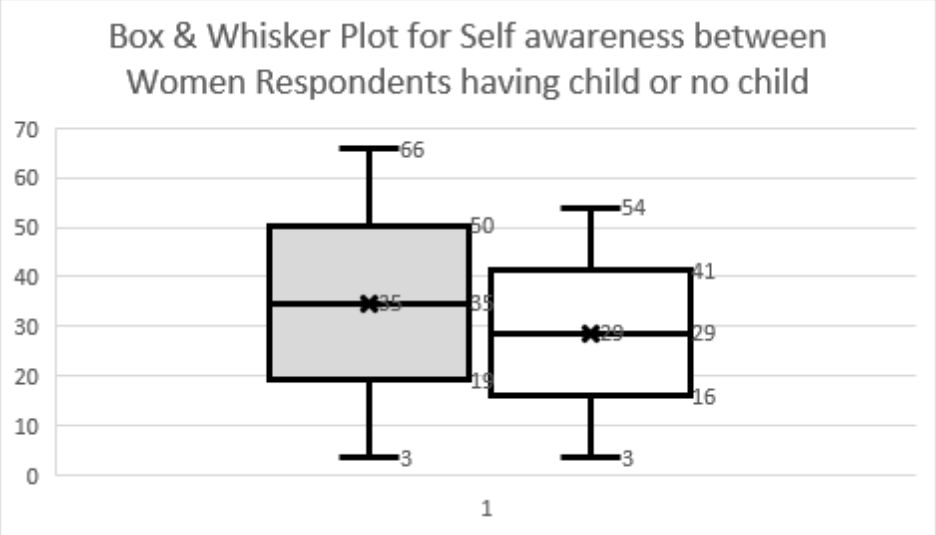

Box & WhiskerPlot for Self-Motivation between Married & Unmarried Respondents
90
80
70
60
50
40
30
20
10
0
81
62
42
42
39
30
21
21
12
23
3
4
1

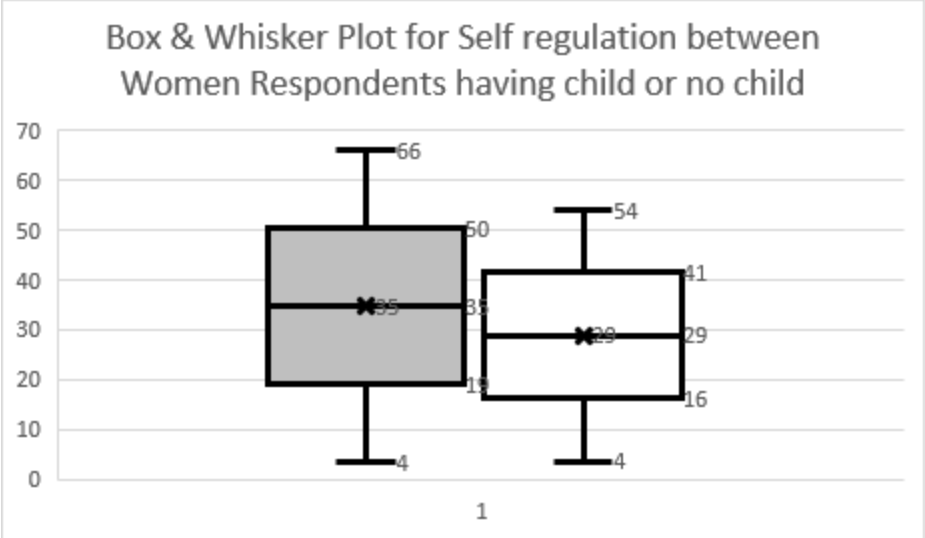

Box & Whisker Plot for Social Awareness between Married & Unmarried Respondents
90
80
70
60
50
40
30
20
10
0
81
62
42
42
39
30
21
21
13
23
4
4
1

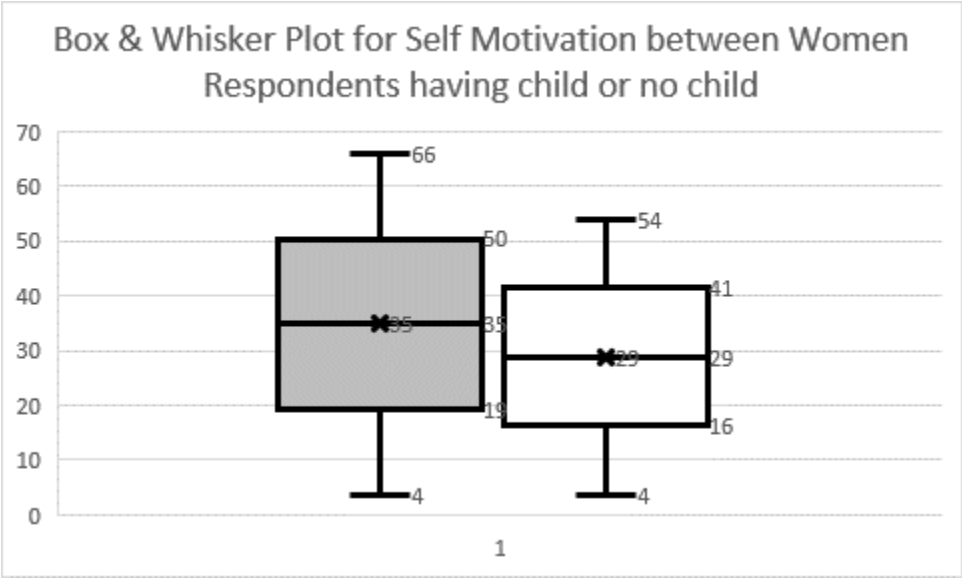

Box & Whisker Plot For Social Skill between Married & Unmarried Women Respondents
90
80
70
60
50
40
30
20
10
0
81
62
42
42
39
30
21
21
12
23
3
4
1

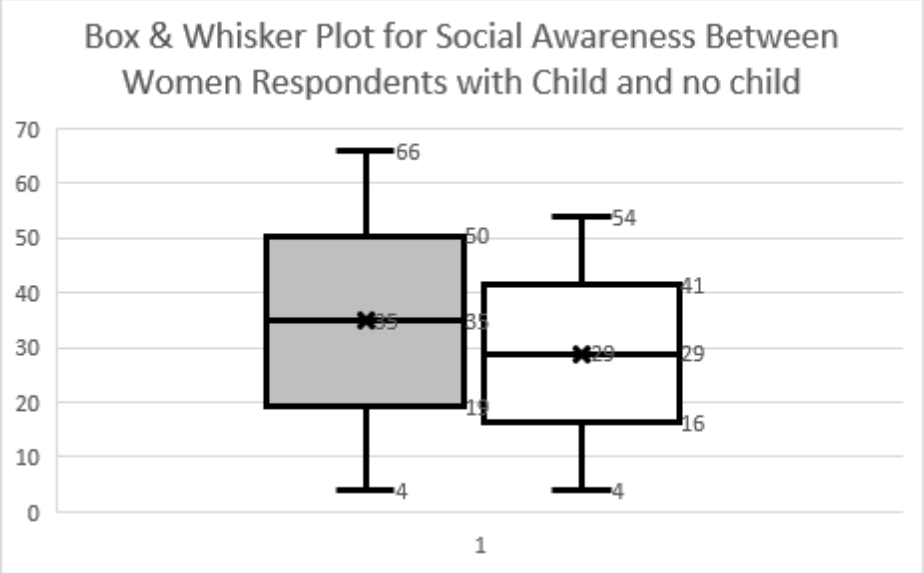
Interpretation of the Box & Whisker Plot between married and Unmarried Respondents:

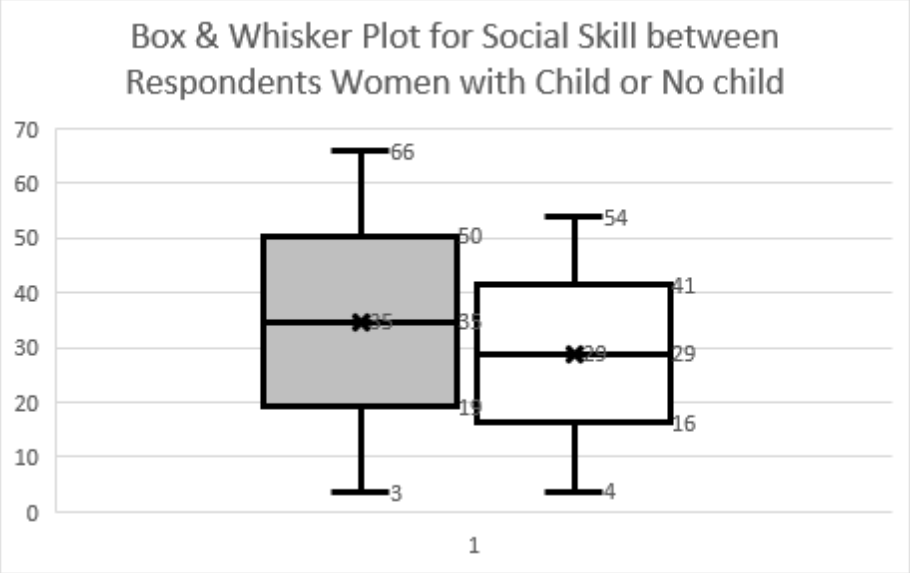
Between the married and unmarried respondents in each of this factor the median line is higher for unmarried respondents than the married respondents. So, factor social awareness and social skills there is a statistical difference between the population means of the women respondents between married and unmarried respondents. There are greater variability of these factors of EI are there in unmarried respondents rather than married respondents. The whiskers or line extending from the box represent the variability outside the quartiles. Among the married respondent's variability of the respondents are too small.






Box & Whisker Plot for Self Motivation between Women Respondents having child or no child
70
60
50
40
30
20
10
0
66
50
35
19
4
54
41
29
16
4
1


Box & Whisker Plot for Social Awareness Between Women Respondents with Child and no child
70
60
50
40
30
20
10
0
66
50
35
19
4
54
41
29
16
4
1


Box & Whisker Plot for Social Skill between Respondents Women with Child or No child
70
60
50
40
30
20
10
0
66
50
35
19
3
54
41
29
16
4
1

Interpretation of the Box and whisker plot between Women respondents having child or no child.
Between the women respondents having child or no child, the median line in each of the five factors are higher for respondents having children rather than respondents having no child. So, it can be inferred that on an average the women having children rate themselves higher in terms of self-awareness, self-regulation, self-motivation, social awareness and social skill rather than women having no child. Again, from the nature of the box area it can be inferred that the variability of the data is slightly higher in case of women having children rather than women having no child.

7. Establishing the correlation between Emotional Intelligence, Decision Making and Women's Leadership

When going through the literature review of women in leadership roles we find participation of women in leadership position are increasing and advancing towards gender parity as measured by the four scales of economic participation, educational attainment, health and survival, and political empowerment (World Economic Forum, 2019). But still the number of female leaders are quiet low when compared to male leaders **(Lopez-Zafra et al., 2012).** In political scenario this phenomenon can be identified which displays "the worst-performing-dimension" for women (World Economic Forum, 2019). For example, the Nordic countries dominate rankings in gender equality and are considered as pioneers in advancing equality between women and men rather than the countries belonging to oriental culture. Despite this progress and their leading performance, from 2017 to 2019 only 41.4% of members of parliament were women in these countries (Jürgensen, 2020). The average percentage of women on the boards of the largest listed enterprises in the Organisation for Economic Cooperation and Development (OECD) countries was 25, 5% in 2019 (OECD Stat, 2020). The possible ongoing reasons for women´s underrepresentation in leadership roles may include the difficulties and prejudice that women still face when entering leading strategic positions. According to the researchers this invisible divider is called glass ceiling, which prevents women from attaining leadership roles **(Zanville, 2001**). Women, thus, face challenges such as gender stereotypes, i.e. the distribution of roles, insufficient access to professional networks or concerns about women's eligibility for leadership positions (Dezső et al., 2016). According to **Eagly and associates (1992)**, "people do evaluate female leaders slightly more negatively than equivalent male leaders". One reason could be that women possess personality traits such as selflessness, warmth, motherly or nurturing attitude which are perceived negatively with effective leadership **(De Jonge, 2015).**
Men, meanwhile, are considered to be confident, competitive, and aggressive **(Holmes, 2017).** However, scholars **(Eagly et al., 1992; Hudson & Williamson, 2002; Foss et al. 2021; Keohane, 2010)** suggest that women often exhibit a different leadership style. As Eagly and associates (1972) demonstrate, women tend to use a more democratic or participative leadership style than men. Thus, presenting a democratic or participatory style is perceived as a feminine way of leading, whereas men tend to be more autocratic **(Hudson & Williamson, 2002).** Participative leadership is seen an efficient way to facilitate effective leadership and organisational outcomes **(Lopez-Zafra et al., 2012).** According to **Foss and associates (2021)** a more female leadership style that includes being communicative and inclusive contributes to the innovation level. Northouse (2010) demonstrated that there are leadership styles that are either considered as masculine or feminine leading styles. Hence, women are considered to use a different, more female, way of leading **(Keohane, 2010).** Consequently, **Eagly and associates (1972)** state that women deploying a more stereotypically feminine leadership style receive a more

advantageous evaluation on their leadership effectiveness. On the contrary, women who exhibit a masculine style are assessed lower. Despite this rather stereotypical differentiation between feminine and masculine leadership style, Keohane (2010) explains that it is "not true that all women in all positions of leadership behave in ways that are "typically female". However, it becomes evident that enhancing women´s leadership increases the number of potential competent candidates and can broaden the group perspectives in more effective decision-making and task design **(De Jonge, 2015).** Moreover, **Dezsö and Ross (2012)** explain "that female representation in top management brings informational and social diversity benefits to the top management team"

Research Evidences: Establishing the correlation between EI, decision making and Women's leadership:

Research Evidence 1:

A dissertation study by **Esther Ire Okwe (March 2020)** on the effect of Emotional Intelligence (EI) on Organizational Decision making concludes that the consideration of emotional intelligence skills is one of the vital factors for corporate leaders to develop the capacity to evaluate the impact and consequences of decisions, while concurrently enhancing the quality and efficacy of the decision-making process. Therefore, this study recommends that decision-makers who are willing to improve the quality of their decisions should make a conscious effort to develop their EI skills and build a culture of continuous improvement of those skills, the ability to determine potential emotional results and reactions to decisions can allow decision-makers to forecast the feeling of the stakeholders, thus, ensuring a more positive outcome. Though it could be time consuming, there is no doubt that the process of developing and maintaining relationships is intrinsically human and involves an emotional perspective that can generate better decision outcomes. As commonly noticed in the corporate systems, the most prominent decisions that ended up been successful emerged from conflicts, confrontation and recurrent misinterpretations. And the management of such conflicts requires emotional intelligence experts who can decide whether the decision-making process will ultimately become successful. In consequence, the realistic development and utilisation of the skills and competences of emotional intelligence will not only improve the results of a decision but will significantly enhance the decision-making processes.

Research Evidence 2:

Shabani et. al. (2021) in their study discussed the impact of Emotional Intelligence (EI) on Women Leadership Competencies. The percentage of women in leadership positions is increasing and advancing towards gender parity though the number of female leaders is still low compared to male leaders. They argued that Emotional Intelligence (EI) on women´s leadership is a key factor in predicting effective leadership traits. There is a social perception that women tend to be seen as more emotional and empathic than men and more nurturing in nature. They reviewed the definitions of leadership and EI and explore the link between EI, leadership and women. Several leadership scholars and psychologists argue that EI is an important foundation for leadership effectiveness. When it comes to learning EI, men and women have the same opportunities to acquire a greater EI through reflection and experience. However, they highlight the necessity for increasing the number of women in leadership positions by enhancing and supporting women's leadership competencies. Moreover, they emphasized the importance of building EI in order to achieve effective leadership. The aim of their paper was to what extent EI is an important determinant to women's leadership **However,** the literature reviews of their study demonstrates that leadership competencies and EI can be acquired by women as well as by

men, and that women in leadership positions are perceived as being almost same in terms of effectiveness as men. A key limitation of their study is the complexity of measuring leadership competencies or styles as well as EI in terms of gender. As already mentioned before, gender in general cannot be used as a reference without any other variable. Consequently, as Goleman (2011) cites Ruth Malloy, when it comes to leaders in the top ten percent of business performance, it becomes evident that "gender differences in EI abilities wash out: The men are as good as the women, the women as good as the men, across the board".

Research Evidence 3:

Khalisha (2023) in his study of 150 managers in Malaysian administration found that Emotional intelligence was found to have a positive correlation with rational decision-making and job success, and a negative correlation with intuitive decision-making. Furthermore, it was found that EI is an important predictor of managerial performance in Malaysia. The study's findings have far-reaching implications for business in Malaysia and its top executives. The results indicate that managers' decision-making capability and output would improve with training in emotional intelligence. This could lead to beneficial results for the business, such as increased productivity and profits in Malaysian Government enterprises.

8. Conclusion of the Study:

In the primary survey it is found that, majority of the women respondents are between the age group of 26 to 30 years. Again, unmarried respondents are more in the sample about (81%) compared to the married respondents. Among the married respondents, women having children are more in number than women having no child. Total job experiences of the respondents show that the either they are having less than 5 years experiences or between 6 to 10 years of job experiences. Results of the One-way Anova Testing reveals that all the five sub factors of Emotional Intelligence (EI) like self-awareness, self-regulation, self-motivation, social- awareness, social-skill varies with one or the other demographic profile of the sample respondents like age, marital status, no. of children of the respondents, education level, type of organization, designation, income level and total years of job experiences. But among the demographic profile marital status of the sample respondents varies with all the five factors of EI rather than other factors. Similarly, designation of the sample respondents shows significant level of variation with self-awareness, self- regulation, self-motivation as well as social skills. So, it can be concluded that marital status & designation of the women respondents are the two most robust factors which are showing greater variation with the factors of EI rather than other factors. However, the factors of Emotional Intelligence (EI) show no such variation with the educational level of the respondents.

From the interpretation of the independent sample T- test it is revealed that there is a statistical difference between the population means of married and unmarried respondents in terms of their **self-awareness**. Again, for the factor **social awareness and social skills** there is a statistical difference between the population means of the women respondents having child or no child. The variability of the data is slightly higher in case of women having children rather than women having no child. On an average the women having children rate themselves higher in terms of self-awareness, self-regulation, self-motivation, social awareness and social skill rather than women having no child. On the other hand, between married and unmarried respondents, unmarried respondents rate them higher in terms of the factors of Emotional Intelligence than the married respondents. So, it can be concluded from the study

that demographic profiles of the sample respondents have a significant impact on the five factors of emotional intelligence (EI) as depicted by Daniel Goldman.

Now it comes to establishing the correlation between EI and women's leadership. Today´s successful female leaders proved that femininity can also be considered as an important aspect. From the discussions and literature reviews it is quite clear that women as well as men have the same prerequisites for learning and assimilating the EI skills. Besides, we found that EI is an essential determinant for effective leadership as well as an integral element of the new transformational leadership approach. So, women can also have the same potential to become effective and successful leaders by developing and enhancing their EI skills. Women feminine leadership behaviour and high emotional fluctuations emerged from learning and relearning the EI skills, rather than trying to adapt to a bossy attitude of male leadership behaviour. It is evident that women, as well as men, have the potential to become competent leaders.

The transformational leadership style, which several women tend to use, emphasizes that emotional involvement helps to motivate, inspire team work, by sharing a common vision and identity. Therefore, involving women in leadership positions gives new perspectives to participation of more women in key strategic and administrative positions. Consequently, it is important that every individual, regardless of their gender, socialisation, or other predispositions, should aim to increase EI. So, the more general educated women come in the work force and facing the challenges of multiple roles in work and home front, the better they perceive to learn EI skills and acts as a self-transformer. Moreover, although several members of society still might perceive women as too emotional or nurturing nature and not fit to comply the "right stuff" to lead, a long-held bias- women should work on becoming more self-aware of their strengths by developing empathy and self-regulation, and on enhancing their social skills there by developing their EI.

Scope of Further Research: This study was made on a particular gender and if a comparative study on the impact of the factors of EI can be conducted on men and women employees in service sector, then gender differences in EI abilities can be another scope of research. Future research could benefit from using a more representative group of the population or using more objective measures of emotional intelligence and decision making.

9. References:

1. **Baron, R. (1997).** The Bar On emotional quotient inventory (Bar On EQ-i). Toronto, ON: Multi-Health Systems Inc.
2. **Besharat, M. A. (2005).** Study the effect of emotional intelligence on the quality of social life. Psychological Studies, Vol.1(2), pp.25-38.
3. **Cooper, R. (1996).** EQ-Map interpretation guide. San Francisco: AIT and Essi Systems.
4. **De Jonge, A. (2015).** The Glass Ceiling in Chinese and Indian Boardrooms. Chandos. https://doi.org/10.1016/C2013-0-16842-0
5. **Dezsö, C. L., & Ross, D. G. (2012).** Does female representation in top management improve firm performance? A panel data investigation. Strategic Management Journal, 33(9), 1072-1089.https://doi.org/10.1002/smj.1955
6. **Duckelt, E. and M. Raffalli. (1989)**. Taking care, maintaining the self and the home in adolescents. J. Youth and Adolescence. 18(6): 549.

7. **Dunn, P. (2002).** The impact of starting a new venture on the entrepreneur and their family: Expectations, reality, and willingness to start again. Presented at the Association for Small Business and Entrepreneurship 2002 Annual Conf.
8. **Eagly, A. H., Makhijani, M. G., & Klonsky, B. G. (1992).** Gender and the Evaluation of Leaders. Psychological Bulletin, 111(1), 3-22. https://doi.org/10.1037/0033-2909.111.1.3
9. **Foss, N., Lee, P. M., Murtinu, S., & Scalera, V. G. (2021).** The XX factor: Female managers and innovation in a cross-country setting. The Leadership Quarterly, 101537. https://doi.org/10.1016/j.leaqua.2021.101537
10. **Goleman, D. (1995).** Emotional Intelligence Why it Can Matter More than IQ. NY: Bantam Books.
11. **Goleman, D. (1998).** What makes a leader? Superb leaders all have one thing in common: A high degree of emotional intelligence. the author explains what it is, how to recognize it, and why your company's leaders need it. Harvard business review, 76, 92-105.
12. **Holmes, J. (2017).** Leadership and Change Management: Examining Gender, Cultural and "Hero Leader" Stereotypes. In Ilie, Cornelia/ Schnurr, Stephanie (Eds.), Challenging Leadership Stereotypes Through Discourse: Power, Management and Gender (pp. 15-43). https://doi.org/10.1007/978-981-10-4319-2
13. **Hudson, M. B., & Williamson, R. D. (2002).** Women transitioning into Leadership: Gender as both Help and Hindrance. Advancing Women. Retrieved from http://www.advancingwomen.com/awl/fall2002/HUDSON.html
14. **Huy, Q.N. (1999).** "Emotional capability, emotional intelligence, and radical change", Academy of Management Review, Vol. 24 No. 2, pp. 325-345.
15. **Keohane, N. O. (2010).** Thinking about Leadership. Princeton University Press.
16. **King, M. (1999).** Measurement of differences in emotional intelligence of preservice educational leadership students and practicing administrators as measured by the multifactor emotional intelligence scale. Dissert. Abst. Int. 60(3): 606.
17. **Lopez-Zafra, E., Garcia-Retamero, R., & Martos, M. P. M. (2012).** The relationship between Transformational Leadership and Emotional Intelligence from a gendered approach. The Psychological Record, 62(ns), 97-114. https://doi.org/10.1007/BF03395790
18. **Okwe, E.I (2020).** "The Role of Emotional Intelligence in Effective Decision Making: An Idea for Organisational Leadership", Research Study on the course module of Strategic Business Management, University Greenwich, London.
19. **Petrides, K. V. (2010).** Trait emotional intelligence theory. Industrial and organizational psychology, Vol.3(2), pp.136-139.
20. **Sandhu, P. and N. Mehrotra. (1999)**. Time pattern of female students with special reference to leisure time activities. Ind. J. of Social Res. 40(4): 285-296.
21. **Salovey, P., & Mayer, J. D. (1990).** Emotional intelligence. Imagination, cognition and personality, Vol. 9(3), 185-211.
22. **Shabani, S. et. al. (2021). "**The Impact of Emotional Intelligence on Enhancing Women's Leadership Competencies", International Journal of Business and Management, Vol.6 (11), pp. 105-113.
23. **Singh, A. et.al. (2023**). "Women Leadership & Emotions: Knowledge Structure & Future Research Opportunities, European Management Journal, Vol. 41, issue 6, pp-864-882.

24. **Singh, D. (2002).** Emotional Intelligence at Work: A Professional Guide. New Delhi: Sage Publications
25. **Sutarso, P. (1999).** Gender differences on the emotional intelligence inventory (EQI). Dissert. Abst. Int.
26. **Tapia, M.L. (1999).** A study of the relationships of the emotional intelligence inventory (intelligence tests). Dissert. Abst. Int.
27. **Thorndike, E. L. (1920).** Intelligence examinations for college entrance. The Journal of Educational Research, Vol.1(5), pp- 329-337.
28. **Wing, E. and G.D. Love. (2001)**. Elective Affinities and Uninvited Agonies: Mapping Emotions with Significant Others Onto Health. Emotion, Social Relationships and Health Series in Affective Sci. New York: Oxford Univ. Press.
29. **Zanville, R. L. (2001).** A Quantitative Analysis of the Personal Characteristics and Workplace Experiences of Women and Men as Professional and Community Leaders. Advancing Women. Retrieved from http://www.advancingwomen.com/awl/winter2001/zanville/zanville.html