

Demographic Correlates of Emotional Intelligence: Indian Scenario

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Abstract

The interest and realization of the importance of emotions at work has resulted in a growing interest in the field of Emotional Intelligence in organizational context. Today, our lives are filled with changes at work and at home. The old expectations about work relationships just do not apply anymore. In this context, the researcher was curious to find the effect of demographic variables on Emotional Intelligence as this will give direction as how to enhance it. The organizational demographic correlates studied in the present research are management level, mode of recruitment, number of years in service, age and type of organization. The organizational variables which have yielded the most significant effect on Emotional Intelligence are management level followed by the type of organization and years in service.

Introduction :

Growing interest in the field of Positive Psychology has led to a realization that human life experiences are laden with a wide variety of emotions which are inseparable part of our lives and which govern how and why we behave the way we do. Emotions are real time, on-line indicators of how well we cope with our environmental stresses. In this context, the concept of Emotional Intelligence has gained importance in every area of life be it in schools, organizations, relationships to name a few.

The concept of Emotional Intelligence was introduced to the general public in 1995 with the publication of Goleman's bestseller "Emotional Intelligence" and it led to a systematic study of emotions and their importance in human life. Emotional Intelligence relates to the area of affect and not percept and cognition. Salovey and Mayer (1990) defined EI as the "ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Daniel Goleman (1995) claimed that "Emotional Intelligence is a master aptitude, a capacity that profoundly affects all other

abilities, either facilitating or interfering with them". According to Harrod and Scheer (2005), emotional intelligence "is the collection of a person's success oriented traits".

Whether we are at home or at work, Emotional Intelligence is important in every area of life and it can be developed. It thus becomes pertinent to develop it from childhood. What are the factors which help in its development? Studies have shown that demographic correlates influence many personality characteristics. Thus, in this study demographic variables have been taken so that factors which play an important role in the development of Emotional Intelligence can be identified. Various research studies have been conducted to examine whether emotional intelligence can be affected by demographic factors. These studies revealed significant relationship of emotional intelligence with some demographic factors.

Review of Literature

Review of literature suggests that basically two demographic variables have been studied extensively with Emotional Intelligence- Gender and Age.

Gender

Perusal of literature suggest no consistent findings regarding the relationship between gender and Emotional Intelligence. Few studies reveal no gender differences in Emotional Intelligence. Roberts (2002) carried out a research at an American based multi national company. The study reported no significant gender differences in Emotional Intelligence. Singaravelu (2007) found no significant difference in male and female student teachers.

On the contrary there are researches pointing out gender differences in Emotional Intelligence wherein females show higher Emotional Intelligence than males. Harrod and Scheer (2005) noted a significant relationship between Emotional Intelligence and gender in adolescents wherein females outscoring males.

TalentSmart researchers (2004) (in EQ and Gender : Women Feel Smarter by Su and Bradberry) in a worldwide study used Emotional Intelligence Appraisal and showed that women scored higher than men in three of the four Emotional Intelligence skills including Self -Management, Social Awareness and Relationship Management. Women also scored higher than men in overall Emotional Intelligence. Both sexes scored equal on Self-Awareness skill. The scores were highly consistent in different regions of the world.

Petrides and Furnham (2000) had two hundred and sixty participants complete a measure of trait Emotional Intelligence and estimated their score on 15 Emotional Intelligence facets through self-estimated EI. Results showed that females scored higher than males on the "social skills" factor of measured trait EI. The results also showed that males believed they had higher Emotional Intelligence than females. There was no

significant gender difference found in total measured trait EI. The study also showed that people had some insight into their Emotional Intelligence.

Few researches have also shown that males and females may be emotionally intelligent in different ways. Simmons (2001) reported that contrary to popular belief, women are not more emotionally intelligent than men. Women, on average, were more aware of their emotions, show more empathy, and are more adept interpersonally. Men are more self-confident, optimistic and adaptable and they handle stress better.

Similarly, research by Multi Health Systems Inc. (MHS) (1997) on 4,500 males and 3,200 females throughout United States and Canada showed that there were notable differences between men and women. Women had significantly stronger interpersonal skills than their male counterparts, men had a stronger sense of self and deal better with stress.

Concludingly it may be mentioned that findings of various researches do not posit a definite relationship between gender and Emotional Intelligence.

Age

Again researches relating age to Emotional Intelligence bring out mixed findings. Some researches report an increase in Emotional Intelligence with age. A study by Gowdhaman and Murugan (2009) found a significant effect of age amongst B.Ed teacher trainees (N=300) on Emotional Intelligence. Goleman (1998) demonstrated a positive correlation between Emotional Intelligence and age in his research.

The results of study of Multi-Health Systems Inc. (1997) showed that as the people get older, they become more Emotionally Intelligent. Stein in this study reports, "There

was a consistent and significant age effect. The total EQ score increased significantly with age, peaking in the late forties or early fifties..."

Salovey and Mayer (1990) found that adults had higher EQ. More than 3000 men and women of ages varying from teens to the fifties were evaluated and the results showed small but steady and significant increases in their Emotional Intelligence with advancing age. A peak was observed in the forties age group.

An increase in Emotional Intelligence was also reported. Cherniss, Goleman, Emmerling, Cowan and Adler (1998) report that a growing body of research on Emotional Learning and behaviour change suggests that it is possible to help people of any age to become more emotionally intelligent at work.

Other researches show a mix finding. A study by Fariselli, Ghini and Freedman (2008) found that some parts of Emotional Intelligence do increase with age, though the effect is slight; in addition there are elements of Emotional Intelligence which do not increase with age indicating some competencies must develop through training.

Harrod and Scheer (2005) studied the relationship between age and adolescent Emotional Intelligence. They used the Bar-On Emotional Quotient Inventory Youth Short Version (Bar-On EQ-i YV(S), 2000). The results showed no significant relationship between Emotional Intelligence and age.

Still other researchers have found no effect of age on Emotional Intelligence. A study by Adeyemo (2008) on two hundred and fifteen workers randomly drawn from various organizations in Oyo State found no significant relationship between age and Emotional Intelligence.

Other Demographic Characteristics

Few psychologists have also studied the relationship of Emotional Intelligence with

other demographic variables like income, location of residence, number of years in service, management level and parental level of education. Such researches are very few.

Studies relating income and Emotional Intelligence found a positive relationship. Harrod and Scheer (2005) studied the relationship between household income and adolescent Emotional Intelligence. The results showed significant relationship between the two. As the income increased, so did adolescent Emotional Intelligence. Derksen and Bogers in Holland also carried out the study looking at the relationship between income and EQ. They tested a large, carefully selected sample of the Dutch population. They found a significant relationship and concluded people with higher EQ earned more money.

A positive relationship was found between education and Emotional Intelligence. Harrod and Scheer (2005) also studied the relationship between parents' level of education and Emotional Intelligence. The results showed a significant positive relationship between Emotional Intelligence and mother's and father's education.

With reference to location of residence, Shanwal (2005) found higher emotional intelligence in primary students belonging to rural areas than those belonging to urban areas. However Harrod and Scheer (2005) found no significant relationship between Emotional Intelligence and location of residence.

For Civil status, Garcia (2002) in his study on Emotional Intelligence and leadership competence reported that civil status had no significant relationship with Emotional Intelligence.

With Nature of Appointment, Garcia (2002) in his study on Emotional Intelligence and leadership competence also reported that

it was not a significant factor of difference on Emotional Intelligence.

Garcia (2002) also studied the relationship of Emotional Intelligence and the number of years in service and the relationship was not found to be significant.

Few studies have been reported for Organizational Positions which showed mixed results. Bradberry and Greaves (2003) who reviewed a study analyzing the Emotional Intelligence scores of individuals. EQ scores dropped sharply for individuals holding titles of Director and above. Mansi (2002) showed in her results that there was not much difference on Emotional Intelligence for assistant managers and managers. Roberts (2002) carried out a research at an American based multi-national company. The study indicated the two levels of managers- level 1 and level 2 did not have varied EQ. The mean values, however, indicated that level 1 managers are higher on EQ scores than lower level managers (level 2)

What are the factors that influence Emotional Intelligence in Indian context in the area of work? Does management level effect Emotional Intelligence or is it more influenced by number of years in service? Is there a difference in Emotional Intelligence in people who are recruited directly and those promoted to the present post? Is type of organization important? These are the questions which prompted this study. The demographic correlates, thus, studied in the present research are management level, mode of recruitment, number of years in service, type of organization and age.

With changes in the level of management, the responsibilities of the manager changes. As the manager approaches higher level of management, he is required to admit his mistakes. With self growth, he should assimilate all others working with him

otherwise he will not have his impact on the employees. When Emotional Intelligence is exercised at higher level of management, it can solve a number of problems.

With age, experience is accumulated. How a person utilizes his knowledge of experience brings a difference in his dealings with others. Experienced people are supposed to take benefit of their knowledge and thus age and number of years in service may have its influence on Emotional Intelligence.

Different types of organization - service and manufacturing - have different expectations and demands from their employees. Service sector is more oriented towards meeting people and more interpersonal interactions are required than the manufacturing sectors. Such differences may have their impact on the perception of the individual regarding his job requirements. This may have its effect on Emotional Intelligence.

Mode of recruitment to the present level of management - whether through direct selection or through promotion - has its influence on the perception of the individual. Does this difference has its effect on the Emotional Intelligence in the manager is another inquiry of this study.

The study aims at relating Emotional Intelligence with four independent variables i.e. management level, type of organization, years in service, mode of recruitment and age.

Research Design- It is an Ex-post facto research

Variables:

Independent Variable -

1. Management level - Management functions at three levels. The top level is policy management. It includes directors or vice-president. The level-II is that of executive management,

composed of those managerial employees who are charged by policy management with the execution of the organization's work within some broad scope or function. Level-III is the supervisory management. A manager's level in the organization determines the relative importance of possessing technical, human and conceptual skills. All levels of management need human skills in order to interact and communicate with other people successfully.

In the present research, level-II and level-III managers have been included because there were very few managers at the top level.

2. Type of organization - The two type of organizations studied in the present research are manufacturing and service sector. The manufacturing sector organizations included in the sample are Parag Dairy, Eveready and Eldeco. For the service sector organization, Food Corporation of India, The Pradeshiya Industrial and Investment Corporation of U.P. (PICUP), HDFC Bank and HDFC Homeloans were included. All the organizations are from Lucknow, Uttar Pradesh, India.
3. Years in service - Years in service refers to the number of years the manager is employed in his present job. Four groups in terms of years of service are as follows :
 - 2 - 12 years
 - 12+ - 22 years
 - 22+ - 32 years
 - 32+ - 40 years
4. Mode of recruitment - The two criteria taken in the present research for the mode of recruitment to the present post are whether the manager is directly selected to the post he holds or whether he was promoted on the basis of seniority.
5. Age - Four age levels have been included as follows :
 - Age Level-I 25 - 34 years
 - Age Level-II 35 - 44 years
 - Age Level-III- 45 - 54 years
 - Age Level-IV -55 years and above.

Dependent Variable

Emotional Intelligence - Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence (Cooper and Sawaf, 1996).

Sample: The sample consists of 200 managers of level-II and level-III from manufacturing and service sectors. The details of the sample according to the independent variables are reported in table 3.1.

Table 1 - Details of the Sample

Variables	Categories				Total
Management Level	Level-II 93		Level-III 107		200
Type of Organization	Service Sector 116		Manufacturing Sector 84		200
Years in service	2-12 years 36	12+-22 years 40	22+-32 years 68	32+ years 56	200
Mode of recruitment	Direct Selected 64		Selected according to Seniority 136		200
Age	25-34 years 32	35-44 years 24	45-54 years 80	55 & above 64	200

Tools :

1. EQ Map - EQ Map (1996) (version 4.5) employed in the present research is extensively researched, statistically reliable and norm-tested on an employed work-force in United States and Canada. Esther M. Orioli, Robert K. Cooper and Ayman Sawaf have given the concept of the tool. It is amongst the oldest of the commercially available instruments for assessing Emotional Intelligence. The tool consist of five areas- Current Environment, Emotional Awareness, EQ Competencies, EQ Values and Attitudes and Outcomes. These areas contain subscales. In total EQ Map has 20 subscales and the data was analysed for all 20 subscales as EQ Map does not provide one single score for Emotional Intelligence.
2. Questionnaire for Biographical Information- To obtain information for various demographic variables, a questionnaire was developed by the researcher. The questionnaire sought information regarding name, age, years of service in the present job, management level, type of organization and mode of recruitment.

Method of Data Collection:

Two hundred managers of level II and level III from service and manufacturing sector organization in Lucknow were administered the EQ Map and the questionnaire for biographical information. Permission was sought from the highest authority of the concerned organization in Lucknow before data collection. The researcher took prior appointment with the managers to get the questionnaires filled. On an average, the managers had to devote 45 minutes to fill the questionnaire.

Data Processing:

The obtained data for Emotional Intelligence and demographic correlates were statistically analyzed using Analysis of Variance.

Level II managers are charged with the execution of the organization's work within some broad scope and function. Level III is the supervisory management. Change in management level brings changes in responsibilities. Managers at higher management level are required to assimilate all those working with them and progress on the path of personal growth. The obtained results show that level II managers are higher on Life Satisfaction, Intentionality, Trust Radius, Personal Power and Optimal Performance.

Since the Emotional Intelligence scales are interdependent, high scores on one scale may strengthen the other related scales. Level II managers exercise more power, authority and influence than level III managers. They are also financially well off than level II managers which results in more concentration on the satisfaction of higher order needs in life (Maslow, 1964). The result is greater Life Satisfaction and the ability to take action on purpose which is Intentionality. Further, this helps develop a positive attitude towards life which results in higher degree and inclination to trust others. These characteristics further encourage level II managers to believe in their ability to meet challenges in life which is personal power and give their optimal performance at work.

Table 3 Mean, SD and F values according to Type of Organization.

Scales \ Type of Org.	Service Sector		Manufacturing Sector		Mean difference	F	p
	Mean	SD	Mean	SD			
Life Pressures	36.15	16.68	30.82	16.62	-5.33	4.98	<.05
Life Satisfaction	39.87	10.66	40.57	10.09	0.70	0.22	>.05
Emotional Self Awareness	17.23	4.23	17.51	3.83	0.28	0.23	>.05
Emotional Expression	15.94	4.86	16.19	4.62	0.25	0.14	>.05
Emotional Awareness of Others	22.19	5.95	21.80	5.80	-0.39	0.22	>.05
Intentionality	26.59	6.51	27.32	5.20	0.73	0.73	>.05
Creativity	17.63	6.27	18.76	5.76	1.13	1.70	>.05
Resilience	27.39	7.80	29.61	6.69	2.22	4.44	<.05
Interpersonal Connections	20.27	4.45	20.21	4.22	-0.06	0.01	>.05
Constructive Discontent	16.49	3.50	17.35	4.77	0.86	2.13	>.05
Outlook	18.53	4.91	18.82	4.08	0.29	0.20	>.05
Compassion	23.50	5.05	23.44	4.59	-0.06	0.01	>.05
Intuition	20.02	5.94	20.37	5.20	0.35	0.19	>.05
Trust Radius	20.91	5.04	22.49	5.29	1.58	4.56	<.05
Personal Power	19.76	5.30	20.44	5.88	0.68	0.74	>.05
Integrated self	17.82	3.64	18.73	3.88	0.91	2.86	>.05
General Health Problems	23.09	16.73	22.06	16.81	-1.03	0.19	>.05
Quality of life	21.74	6.80	23.25	5.62	1.51	2.77	>.05
Relationship Quotient	15.43	4.92	15.83	3.65	0.40	0.40	>.05
Optimal Performance	15.05	4.07	15.51	3.63	0.46	0.68	>.05

Referring to table 3, type of organization has a significant effect on three scales of Emotional Intelligence namely Life Pressures, Resilience and Trust Radius.

Manufacturing sector concentrates mainly on production. Their interactions are limited to those within the organization. On the other hand, service sector managers have different priorities and functions. The line of communication between customer and service provider is shorter than that between manufacturer and customer.

The obtained results reveal more life stress in service sector (mean = 36.15) than in the manufacturing sector (mean = 30.82). The former need to provide services outside normal working hours or around the clock, affecting their personal life resulting into more life pressures.

Results further point out that manufacturing sector managers are high on resilience (mean = 29.61) than service sector managers (mean = 27.39). They interact more with each other. Their interpersonal relationships are more rewarding which results in high ability to bounce back and be flexible after a set back. They are higher on Trust Radius also (mean = 22.49). Since they require grouping together of certain activities, they interact and rely more among themselves.

Table 4 Mean, SD and F values according to Years in Service.

Scales	2-12 Years		12+ - 22 years		22+ -32 years		32+ years		F	p
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Life Pressures	34.81	18.09	32.90	17.12	33.98	16.24	33.96	16.88	0.08	>.05
Life Satisfaction	38.89	10.38	40.77	10.31	39.96	9.91	40.80	11.25	0.30	>.05
Emotional Self Awareness	17.94	3.77	17.33	3.87	17.15	4.37	17.23	4.05	0.33	>.05
Emotional Expression	16.36	4.35	17.05	4.33	15.79	4.96	15.43	5.01	1.03	>.05
Emotional Awareness of Others	23.53	4.93	22.70	5.10	21.78	6.20	20.86	6.40	1.73	>.05
Intentionality	27.39	5.00	26.90	5.89	26.47	6.67	27.09	5.90	0.21	>.05
Creativity	20.08	4.62	18.78	6.11	18.13	6.28	16.32	6.26	3.14	<.05
Resilience	30.00	5.06	28.85	6.75	27.28	8.36	28.12	7.85	1.15	>.05
Inter-personal Connections	20.08	4.48	20.35	3.98	19.97	4.38	20.61	4.53	0.24	>.05
Constructive Discontent	17.28	4.09	17.43	4.08	16.19	4.06	16.96	4.14	1.00	>.05
Outlook	19.31	4.01	18.40	4.48	18.23	5.06	18.91	4.39	0.53	>.05
Compassion	23.44	5.03	23.75	4.91	23.87	4.71	22.82	4.91	0.53	>.05
Intuition	21.19	4.53	19.10	6.10	20.12	5.75	20.32	5.78	0.89	>.05
Trust Radius	22.31	5.38	21.65	4.97	21.35	5.06	21.32	5.47	0.32	>.05
Personal Power	21.75	5.59	20.40	5.29	19.60	5.61	19.23	5.48	1.75	>.05
Integrated self	18.25	2.83	18.37	4.14	17.69	4.03	18.66	3.69	0.72	>.05
General Health Problems	24.31	18.52	19.32	15.65	23.78	18.01	22.62	14.64	0.74	>.05
Quality of life	21.42	6.72	22.82	5.72	22.84	6.35	22.11	6.64	0.49	>.05
Relationship Quotient	15.61	3.74	15.92	3.91	15.15	4.54	15.91	5.07	0.40	>.05
Optimal Performance	15.14	3.94	15.72	3.30	15.01	4.11	15.25	4.03	0.29	>.05

Table 4 denotes that year in service has a significant effect on only one out of twenty scales of Emotional Intelligence i.e. Creativity. The findings indicate that less experienced managers are more creative. Managers in the age group of 2+ - 12 years are most creative (mean = 20.08) and the least creative managers are in the age group of 32+ years (mean = 16.32). As experience accumulates, initiation and innovations tend to loose significance in their life. Managers at the beginning of their careers have to prove themselves, and therefore they require to adopt creative and innovative method. Further their enthusiasm adds to their creativity.

Table 5 Mean, SD and F values according to Mode of Recruitment.

Scales	Mode of recruitment		Directly Selected		Promoted		Mean difference	F	p
	Mean	SD	Mean	SD					
Life Pressures	35.53	17.08	33.15	16.70	-2.38	0.87	>.05		
Life Satisfaction	38.62	10.42	40.89	10.36	2.27	2.07	>.05		
Emotional Self Awareness	16.84	3.98	17.59	4.08	0.75	1.47	>.05		
Emotional Expression	15.61	4.65	16.25	4.80	0.64	0.79	>.05		
Emotional Awareness of Others	21.41	5.92	22.32	5.85	0.91	1.04	>.05		
Intentionality	26.94	5.67	26.87	6.16	-0.07	0.004	>.05		
Creativity	18.22	6.16	18.05	6.05	-0.17	0.03	>.05		
Resilience	29.78	7.44	27.63	7.33	-2.15	3.70	>.05		
Interpersonal Connections	19.70	4.69	20.50	4.16	0.80	1.47	>.05		
Constructive Discontent	16.72	4.44	16.91	3.93	0.19	0.10	>.05		
Outlook	18.62	4.65	18.66	4.55	0.04	0.003	>.05		
Compassion	23.42	5.13	23.50	4.73	0.08	0.01	>.05		
Intuition	19.61	5.69	20.43	5.60	0.82	0.92	>.05		
Trust Radius	21.70	5.36	21.51	5.13	-0.19	0.06	>.05		
Personal Power	20.17	5.98	19.98	5.35	-0.19	0.05	>.05		
Integrated self	17.78	3.95	18.40	3.67	0.62	1.17	>.05		
General Health	23.83	18.45	22.11	15.90	-1.72	0.46	>.05		
Quality of life	22.19	6.15	22.46	6.48	0.27	0.08	>.05		
Relationship Quotient	15.37	4.39	15.71	4.46	0.34	0.24	>.05		
Optimal Performance	14.80	4.01	15.46	3.83	0.66	1.25	>.05		

Table 5 shows Mode of Recruitment does not have a significant effect on any of the scales of Emotional Intelligence.

Table 4 denotes that year in service has a significant effect on only one out of twenty scales of Emotional Intelligence i.e. Creativity. The findings indicate that less experienced managers are more creative. Managers in the age group of 2+ - 12 years are most creative (mean = 20.08) and the least creative managers are in the age group of 32+ years (mean = 16.32). As experience accumulates, initiation and innovations tend to loose significance in their life. Managers at the beginning of their careers have to prove themselves, and therefore they require to adopt creative and innovative method. Further their enthusiasm adds to their creativity.

Table 6 Mean, SD and F values according to Age.

Scales	25-34 Years		35-44 Years		45-54 Years		55+ Years		F	P
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Life Pressures	33.94	19.02	34.42	15.71	34.75	15.95	32.66	17.43	0.19	>.05
Life Satisfaction	38.31	10.58	41.12	11.65	39.86	9.05	41.11	11.46	0.60	>.05
Emotional Self Awareness	17.87	3.90	17.58	4.29	17.27	3.63	17.09	4.58	0.30	>.05
Emotional Expression	16.44	4.59	16.79	4.33	16.19	4.95	15.39	4.74	0.70	>.05
Emotional Awareness of Others	22.97	4.90	23.67	6.17	22.25	5.96	20.66	5.94	2.13	>.05
Intentionality	26.75	4.92	27.71	6.69	26.60	5.87	27.03	6.44	0.23	>.05
Creativity	20.00	4.63	18.87	6.54	18.20	6.08	16.75	6.33	2.28	>.05
Resilience	29.78	5.23	30.33	6.54	27.46	7.59	27.91	8.29	1.44	>.05
Inter-personal Connections	19.81	4.54	20.96	3.52	19.85	4.33	20.69	4.55	0.76	>.05
Constructive Discontent	17.19	4.30	18.46	3.69	16.31	4.17	16.75	3.95	1.80	>.05
Outlook	19.09	4.21	19.04	3.76	18.50	4.78	18.47	4.81	0.22	>.05
Compassion	23.34	5.28	23.83	5.00	23.42	4.59	23.47	4.99	0.05	>.05
Intuition	21.09	4.56	19.58	6.19	20.14	5.55	19.95	6.05	0.40	>.05
Trust Radius	22.31	5.40	21.62	4.80	21.66	4.95	21.08	5.58	0.41	>.05
Personal Power	21.56	5.84	21.33	4.39	20.06	5.95	18.78	5.04	2.39	>.05
Integrated self	18.50	2.87	17.96	4.14	17.86	3.90	18.56	3.86	0.51	>.05
General Health Problems	24.03	18.64	19.71	15.26	25.87	18.24	19.06	13.44	2.34	>.05
Quality of life	20.61	6.93	23.21	5.76	22.57	5.81	22.55	6.94	0.74	>.05
Relationship Quotient	15.72	3.92	16.21	3.75	15.77	4.17	15.09	5.20	0.47	>.05
Optimal Performance	15.03	3.83	15.46	3.60	15.46	3.67	15.00	4.33	0.22	>.05

Table 6 shows that age has not emerged significant for Emotional Intelligence.

The findings suggest that some organizational variables have a more profound role in influencing Emotional Intelligence as compared to other variables. The organizational variables which have yielded the most significant effect on Emotional Intelligence are management level followed by the type of organization and years in service. This goes well along with Maslow's view on importance of work in individual's life. He suggested that work is an area of life which provides optimum conditions for self growth. In his views, for self-actualizing persons, work is subjectively experienced as a defining characteristic of themselves. They live to work rather than work to live. Maslow portrayed the self-actualizing person's commitment to and absorption in work as "meant for each other... the person and (the) job fit together and belong together perfectly like a key and a lock" (1971).

The findings hold importance as it points out that organizational variables are important for development of Emotional Intelligence and thus the responsibility of maintaining a conducive environment which is helpful to the overall development of the employee lies on the organization. More such researches in Indian context will bring to core other factors which need to be focussed while designing Emotional Intelligence Intervention Programmes in India.

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