

## Dimensions of Emotional Intelligence of Employees at Workplace

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**Abstract:** *Emotional Intelligence (EI) is a capacity of understanding emotions and accurately perceiving other's emotions in workplace. This research paper deals with dimensions of EI of employees in their workplace. Age, religion, caste, educational background, level of experience, income and family size are independent variables and self-management, self-motivation, self-awareness, empathy and social skills are dependent variables of the study. A sample of 104 middle and top management employees from the study area was taken up for the present study. Seven hypotheses have been formulated and examined, by using ANOVA. The hypotheses related findings shows that there are no significant variance among caste and family size and there are significant variance among age, religion, educational qualification, level of experience and income of the respondents and their overall EI of this study. The results indicate that dimensions of EI like Self-Management, Self-Motivation, Self-Awareness, Empathy and Social skills are playing an important role in the organizational success. As young, the employees would be more energetic, get interested in doing work and they can stay form long hours to do the work for organizational success and easily perceive emotions of themselves and other employees.*

**Keywords:** Emotional Intelligence, self-awareness, self-motivation, empathy, social skills and self-management

### Introduction

Emotional Intelligence (EI) plays an important role in helping the executives and employees to cope with this dynamic change in the business environment. According to Reuven Bar-On (2007) the application of emotional intelligence in the organization includes the areas like personnel selection, development of employees, teams and the organization. The organizations must coach their employees in developing their interpersonal skills and coach them to perform effectively on the job with other employees in the organization.

Employees need to enhance their emotional intelligence skills, apart from technical skills, which in turn will enhance their productivity on the job. Bob Wall (2008) reported that management of emotional intelligence by the team members will help in developing interpersonal skills of the team members. Any organization to be successful, need to develop employee's EI skills to work effectively in the organization.

Employees are the most important and valuable resources of any organization. Dynamic people can build progressive and growth-oriented organization. Effective employees can contribute to the effectiveness of the organization. Competent and motivated people can make things happen and enable an organization to achieve its goal.

Effective employees can contribute for the effectiveness of their organization. EI has multiple goals including employees' self-awareness, self-motivation, empathy, social skills, self management and overall EI. The aim of this study is intended to promote a better theoretical understanding and recognition of the EI in the organizations through the elements of EI.

### **Related Literature**

The studies on EI of employees which have been carried out both in India and other countries by esteemed professionals in the field are presented here.

Meenakshi Gandhi and Parul Agrawal (2013) explained about the factors that have an impact on sustaining customer satisfaction among customers in Indian banking. Fonthip Sarinnapakorn and Usaporn Sucaromana (2013) investigated the levels of EI of business consultants who work for a consulting firm in Bangkok, Thailand, and to compare the EI levels of these consultants based on gender and years in the industry. The results revealed that the EI level of the business consultants was at a high level. However, there was no significant difference between levels of EI based on gender and years of experience in the industry.

Apostolos Efkarpidis, et.al. (2012) investigated the level of emotional intelligence in three professional groups of employees in a district hospital of Greece. The analysis of the results indicates that the difference between professionals in how they manage their tasks with emotional intelligence affects the qualitative characteristics of the services that they produce and offer.

Zeynep Kalyoncu, et.al. (2012) said that emotional intelligence is one of the biggest factors that contributes to the success of individuals who assume various tasks and roles in modern life. The main purposes of their research were to consider the concepts of EI and stress, and to conduct an applied study of the relationship between EI and stress. Mohammadkarim Bahadori (2012) in a case study in a Medical Science University, is to examine the effect of emotional intelligence on entrepreneurial behaviour in organizations in Iran. Jyothi B.S and Ravindran P.T. (2012) in their empirical study of Employee Job Satisfaction in Software and ITeS units in Bangalore. The Population for this study was the entire Software and Information Technology Enabled Services (ITeS) industry employees at Bangalore, lead to a conclusion that it is imperative for Software and ITeS companies to address the needs of their employees to strengthen their motivation and satisfaction.

Hassan Jorfi, et.al. (2011) conducted the study on emotional intelligence on human resource management. In their research they concluded that managing the stress level with the help of EI reveals a positive relationship in effective communication in employees which leads to job satisfaction. Nidhi Yadav (2011) in her research explained, at workplace, we have to deal with social teams, friends, high profile people, leaders, a boss and more. The best way to be effective in taking quick and effective decisions is to use our emotions.

Saddam Hussain Rahim (2010) examined in a case study about the emotional intelligence and organizational performance in banking sector. The findings show that the female segment of the bank employees is more emotionally intelligent than their male counterparts and as their level of education increases, the EI level increases as well.

Rohana Ngah, et.al. (2009) conducted a study relating to emotional intelligence of university staff on their work attitudes. The findings of this empirical study would highlight the importance of EI in university. Emotional expression and appraisal in job which are correlated to

job satisfaction and improved performance. Sukumarakurup Krishnakumar (2008) said that, EI is a type of intelligence that helps individuals to perceive, assimilate, understand, and manage emotions. Praveen M. Kulkarni, et.al., and Liliana Melo (2007) in their research of Understanding EI in Business the application of the EI has competencies which makes the biggest difference in individual performance of employees at work since they are based on EI.

### **Problem and Objectives**

The study of EI is significant because it assists in explaining employees' self motivation, self awareness, self management, empathy and social skills. Emotions are employee's discrete and consistent responses to internal or external feelings and moods which have a particular significance for their workplace.

The formulated objectives of the study are as follows:

- To find out the general and personal profile of the selected respondents of the study.
- To study the level of emotional intelligence self-awareness, self-motivation, empathy, social skills, self management and overall EI) of respondents of the study.
- To find the variations between certain independent variables (age group, level of experience, religion, caste, monthly income, educational background and family size) and dependent variables (self-awareness, self-motivation, empathy, social skills and self management) of the respondents of the study.

Thus by keeping all the above said, the researchers have undertaken a Study on Dimensions of Emotional Intelligence of Employees at Workplace by way of analyzing the personal profile and elements of EI in organization, which would influence the EI of employees in the study area.

### **Emotional Intelligence at Work Place**

For the purpose of this study, there are five components of EI are chosen and those are a) self awareness (b) self motivation (c) empathy and (d) social skills and (e) self management

### **Reason for Choosing the Above Components**

The following are the reasons in choosing the above components of EI for this study:

- (i) Self-awareness, the ability to recognize to aware of employee's own personality, his or her mood, (ii) Self-motivation, refers how the employee stimulating and revealing his or her own activity, behavior and attitude without any deliberate intention in their workplace. (iii) Self-management, the responsibility of recognizing one's own behaviour, activities, time management, goal setting and so on. (iv) Empathy is an art of recognizing the emotions, situations and motives of others by sharing and experiencing accurate emotional compassion. (v) Social Skills, proficiency in interacting and communicating with the people in society without any disharmony by managing other's thoughts and feelings. (vi) Questionnaire to test all the components under the five point scaling technique was adopted for all the above five components, which are separately according to their nature.

## **Research Methodology**

This is mainly based on the survey conducted on the employees in one of the Alloy company namely Harihar Alloys Private Limited, Tiruchirappalli in Tamil Nadu, India. Based on the data collected from the employees, the hypotheses (given later) set forth in this research were tested using suitable statistical tabulations and tests.

## **Research Universe and Sample**

This research is focused on the employees of Harihar Alloys Private Limited, Tiruchirappalli, a south Indian town. The languages of the employees are Tamil, English and Hindi. The universe of study comprises of 576 top and middle level employees, but the researchers adopted simple random sampling method by 18.05% i.e., 104 employees (30 workers were considered for pilot study were excluded from the sample universe) were selected randomly from the above company.

In this technique, each unit in the universe has equal chance of being chosen for the study. The questionnaire was used to collect the necessary information from the respondents. In this method of data collection cost and time could be utilized efficiently. Not to disturb the job of the workers, the researchers collected the data from the workers during their lunch and tea breaks.

## **EI Questionnaire**

The standardized questionnaire by Hendrie Weisinger (1998) who is a psychologist in UK, developed the questionnaire for various companies, which has been recognized and sought by leading business institutions, influential government agencies, more than 500 Companies, and dozens of professional organizations in UK. The researchers utilized the same tool for respondents of the present study. As the categories of respondents may vary from graduates, post graduates, diploma holders and doctorates, the researchers chosen the same questionnaire and translated into local language (Tamil) to get the accurate responses from the respondents.

The questionnaire then has been used for all the five components for the analysis namely self awareness, self motivation, self management, empathy and social skills. In order to give the overall opinion of EI of employees of Harihar Alloys Private Limited each questions are given under this rating as '1' indicates- Very Slight Ability, '2' indicates- Slight Ability, '3' indicates- Moderate Ability, '4' indicates- Considerable Ability and '5' indicates- Great Ability. The score are added for all the 25 questions and classified for EI of employees are Scores 4 and 5 are considered as high EI level, Scores 3 and 2 are considered as moderate EI level and Scores 1 and below are considered as low EI level.

Each respondent was given enough time to complete the questionnaire. In this manner data was collected from respondents over 2 months.

## **Reliability and Validity of the Research Tool**

Reliability and validity are the two important aspects to be considered in evaluating or formulating a research tool in the form of structured questionnaire. These are used to assess whether the research provides a good measure.

The EI questionnaire is also a standardized tool and it has been tested for reliability and validity in a number of settings, the reliability of the instrument has also been proven on many occasions through re-test, internal consistency and alternative methods. It is valid and reliable and has been used extensively worldwide. It has proven to be strong predictor for EI across a broad range of employees. Hence it has been concluded that the chosen questionnaire was reliable and valid for use in the present research.

### **Data Collection**

Once the questionnaires were collected from the respondents, the researchers coded the data as given in the scoring keys along with the questionnaire. The scores are entered into Microsoft Excel spreadsheet and later on for analysis with the Statistical Package for the Social Sciences (SPSS). ANOVA were done for analyzing the variance between dependent and independent variables of the study.

### **Response Rates**

Among the 576 employees, surveyed only 104 are chosen to complete the questionnaire fully and all of them have been included in the analyses amounting to a response rate approximately 88%

### **Ethical Considerations**

Daniel Goleman (1995) stated the main components of EI of data collection as self awareness, self management, self motivation, empathy and social skills. All these ethical rules have been met in the research study. The data collected for this research didn't involve any confidential information to great degree. So luckily the researchers managed to collect the data from the employees of the company with no difficulty. In order not to waste the valuable time of the employees, the researchers visited the employees during their leisure time and collected the data.

### **Hypotheses, Test and Results**

The hypotheses for this study are all null-hypotheses only and these will follow now along with the relevant tests and interpretations. This task of the researchers is to accept or reject the null-hypotheses after the relevant tests.

#### **Hypothesis One**

**H1 - There will be no significant variance between age group and emotional intelligence (self-awareness, self-motivation, empathy, social skills, self management and overall EI) of the respondents**

From the data analysis presented in the Table 1 (detailed in Annexure), there are significant variance between self awareness, self motivation, empathy and overall EI of the respondents of the study. There are no significant variance between social skills and self management and EI of the respondents of the study. Hence it is concluded that there is a significant variance between the age group and the emotional intelligence of the respondents of the study area.

### **Hypothesis Two**

**H2 - There will be no significant variance between the religion and emotional intelligence (self-awareness, self-motivation, empathy, social skills, self management and overall EI) of the respondents**

From the data analysis presented in the Table 2 (detailed in Annexure), there are significant variance between self motivation, social skills, self management and overall EI of the respondents of the study. There are no significant variance between self awareness and empathy and EI of the respondents of the study. Hence it is concluded that there is a significant variance between the religion and the emotional intelligence of the respondents of the study area.

### **Hypothesis Three**

**H3 - There will be no significant variance between the castes and emotional intelligence (self-awareness, self-motivation, empathy, social skills, self management and overall EI) of the respondents**

From the data analysis presented in the Table 3 (detailed in Annexure), there are no significant variance between self awareness, self motivation, empathy, social skills, self management and overall EI of the respondents of the study. Hence it is overall concluded that, there is no significant variance between the caste and the emotional intelligence of the respondents in the study area.

### **Hypothesis Four**

**H4 - There will be no significant variance between educational background and emotional intelligence (self awareness, self motivation, self management, empathy and social skills) of the respondents**

From the data analysis presented in the Table 4 (detailed in Annexure), there are significant variance between self awareness, self motivation, empathy, social skills, self management and overall EI of the respondents of the study. Hence it is concluded that there is a significant variance between the educational background and the emotional intelligence of respondents of the study area.

### **Hypothesis Five**

**H5 - There will be no significant variance among level of experience and Emotional intelligence (self-awareness, self-motivation, empathy, social skills, self management and overall EI) of the Respondents**

From the data analysis presented in the Table 5 (detailed in Annexure), there are significant variance between self motivation, self management and overall EI of the respondents of the study. There are no significant variance between self awareness, empathy and social skills and EI of the respondents. Hence it is concluded that there are significant variance between the level of experience and the emotional intelligence of the respondents of the study area.

### **Hypothesis Six**

**H6 - There will be no significant variance among monthly income and emotional intelligence (self-awareness, self-motivation, empathy, social skills, self management and overall EI) of the respondents**

From the data analysis presented in the Table 6 (detailed in Annexure), there are significant variance between self awareness, self motivation, empathy, social skills, self management and overall EI of the respondents of the study. Hence it is concluded that there is a significant variance between the monthly income and the emotional intelligence of the respondents of the study area.

### **Hypothesis Seven**

#### **H7 - There will be no significant variance between family size and emotional intelligence (self-awareness, self-motivation, empathy, social skills, self management and overall EI) of the respondents**

From the data analysis presented in the Table 7 (detailed in Annexure), there are no significant variance between self awareness, self motivation, empathy, social skills, self management and overall EI of the respondents of the study. Hence it is concluded that there is no significant variance between the family size and emotional intelligence of the respondents of the study area.

### **Findings of the Study**

General findings of the study show that, most of the respondents (55%) belong to the age group of 26 to 35 years of age. Most of the respondents (58%) belong to the Hindu religion. Majority of the respondents (36%) belongs to the Backward Class (BC), 32% of the respondents belongs to the Scheduled Caste/ Scheduled Tribe (SC/ST). It is observed that majority (62.5%) of the respondents are holding Master degree in Engineering and Technology. Most of the respondents (46.2%) are middle level (11-20 years) employees, 40.4% of the respondents are working at junior level (Below 10 yrs) and the remaining 13.4% of the respondents are at senior level (21 yrs and above). About 33% of the respondents are getting their monthly income up to Rs. 20000/- and 31% of the respondents are getting their income ranges between Rs.20001/- to 40000/-. Most of the respondents (69.2%) are having a family size of 4-6 members.

The hypotheses related findings shows that, there are significant variance between age group, religion, educational background, level of experience and monthly income and EI of the respondents. There are no significant variance between caste and family size of the respondents of the study area.

Based on the cross tabulations and statistical tests, the study has found out that there are significant variance among age, religion, level of experience and income and EI of the respondents of the study. There are no significant variance among caste and family size and EI of the respondents in the study area.

### **Discussions and Conclusion**

The present study on EI of employees among the workers in Harihar Alloys Private Limited of Tiruchirappalli District, Tamil Nadu, has revealed that most of the respondents (55%) belongs to the age group of 26 to 35 years of age and 31% of the respondents belongs to the age group of 36 to 45 years of age and 9% of the respondents belongs to the age group upto 25 years and only 5% of respondents belongs to the age group of 46 and above. As young, the employees would be more energetic, get interest in doing work and they can stay form long hours to do the work for organizational success and easily perceive emotions of themselves and other employees.

Majority of the respondents (69.2%) are skilled and remaining 31% of the respondents are semi-skilled employees. As most of the workers in the study area are skilled labourers, as it plays a significant role in terms of EI of employees in Harihar Alloys Private Limited, Tiruchirappalli District of Tamil Nadu. Most of the respondents (46.2%) are middle level (11-20 years) employees, 40.4% of the respondents are working at junior level (Below 10 years) and the remaining 13.4% of the respondents are at senior level (21 years and above). The senior employees working in Harihar Alloys Industries are playing an important role in the industry.

About 33% of the respondents are getting their monthly income upto Rs. 20000/-, 31% of the respondents are getting their monthly income ranges between Rs.20001/- to 40000/-, 21.2% of the respondents are getting their monthly income ranges between Rs.40001/- to Rs.60000/- and the remaining 15.3% of the respondents getting their income Rs.60001/- and above respectively. Here monthly income is based on the experience, so less experienced get less income when compared to that of the more experienced employees. This is also plays a significant role in the terms of EI of employees of Harihar Alloys Private Limited, Tiruchirappalli District of Tamil Nadu.

There are significant variance between age group, religion, educational background, level of experience and income and EI of the respondents of the study and there is no significant variance between caste and family size and overall emotional intelligence (self awareness, self motivation, self management, empathy and social skills) of the respondents.

The study on EI of top level and middle level employees, the top level executives having the ability to perform effectively on the job identification, as they are able to manage their EI easily, which has a direct impact on their job. Further, the level of EI and level of performance in middle level employees which are moderate to slightly low, these skills are to be developed for achieving higher employee productivity and to enhance the image of the organization.

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## ANNEXURE

**Table 1: One-way ANOVA Test between the Age Group and Emotional Intelligence of the Respondents**

<b>Dimensions of Emotional Intelligence</b>	<b>Sum Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Level of Significance</b>
<b>Self Awareness</b>	Between Groups	54.511	3	18.170	2.864 <b>*Sig.</b>
	Within Groups	634.527	100	6.345	
	Total	689.038	103		
<b>Self Motivation</b>	Between Groups	12.654	3	4.218	2.985 <b>*Sig.</b>
	Within Groups	141.308	100	1.413	
	Total	153.962	103		
<b>Empathy</b>	Between Groups	50.238	3	16.746	2.637 <b>*Sig.</b>
	Within Groups	634.983	100	6.350	
	Total	685.221	103		
<b>Social Skills</b>	Between Groups	23.924	3	7.975	1.717 <b>**NS</b>
	Within Groups	464.538	100	4.645	
	Total	488.462	103		
<b>Self Management</b>	Between Groups	29.841	3	9.947	1.620 <b>**NS</b>
	Within Groups	614.159	100	6.142	
	Total	644.000	103		
<b>Overall Emotional Intelligence</b>	Between Groups	773.455	3	257.818	2.696 <b>*Sig.</b>
	Within Groups	9563.535	100	95.635	
	Total	10336.990	103		

**Table 2: One-way ANOVA Test between the Religion and Emotional Intelligence of the Respondents**

<b>Dimensions of Emotional Intelligence</b>		<b>Sum Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Level of Significance</b>
<b>Self Awareness</b>	Between Groups	48.677	3	16.226	2.534	<b>*NS</b>
	Within Groups	640.361	100	6.404		
	Total	689.038	103			
<b>Self Motivation</b>	Between Groups	15.784	3	5.261	3.808	<b>**Sig.</b>
	Within Groups	138.178	100	1.382		
	Total	153.962	103			
<b>Empathy</b>	Between Groups	42.927	3	14.309	2.228	<b>*NS</b>
	Within Groups	642.294	100	6.423		
	Total	685.221	103			
<b>Social Skills</b>	Between Groups	51.781	3	17.260	3.953	<b>**Sig.</b>
	Within Groups	436.681	100	4.367		
	Total	488.462	103			
<b>Self Management</b>	Between Groups	59.767	3	19.922	3.410	<b>**Sig.</b>
	Within Groups	584.233	100	5.842		
	Total	644.000	103			
<b>Overall Emotional Intelligence</b>	Between Groups	1022.076	3	340.692	3.657	<b>**Sig.</b>
	Within Groups	9314.914	100	93.149		
	Total	10336.990	103			

**Table 3: One-way ANOVA Test between the Caste and Emotional intelligence of the Respondents**

<b>Dimensions of Emotional Intelligence</b>		<b>Sum Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Level of Significance</b>
<b>Self Awareness</b>	Between Groups	13.352	3	4.451	.659	<b>*NS</b>
	Within Groups	675.686	100	6.757		
	Total	689.038	103			
<b>Self Motivation</b>	Between Groups	3.102	3	1.034	.685	<b>*NS</b>
	Within Groups	150.859	100	1.509		
	Total	153.962	103			
<b>Empathy</b>	Between Groups	17.338	3	5.779	.865	<b>*NS</b>
	Within Groups	667.883	100	6.679		
	Total	685.221	103			
<b>Social Skills</b>	Between Groups	13.400	3	4.467	.940	<b>*NS</b>
	Within Groups	475.062	100	4.751		
	Total	488.462	103			
<b>Self Management</b>	Between Groups	19.005	3	6.335	1.014	<b>*NS</b>
	Within Groups	624.995	100	6.250		
	Total	644.000	103			
<b>Overall Emotional Intelligence</b>	Between Groups	231.725	3	77.242	.764	<b>*NS</b>
	Within Groups	10105.266	100	101.053		
	Total	10336.990	103			

**Table 4: One-way ANOVA Test between the Educational Background and Emotional intelligence of the Respondents**

<b>Dimensions of Emotional Intelligence</b>		<b>Sum Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Level of Significance</b>
<b>Self Awareness</b>	Between Groups	67.916	3	22.639	3.645	<b>*Sig.</b>
	Within Groups	621.122	100	6.211		
	Total	689.038	103			
<b>Self Motivation</b>	Between Groups	20.767	3	6.922	5.197	<b>*Sig.</b>
	Within Groups	133.194	100	1.332		
	Total	153.962	103			
<b>Empathy</b>	Between Groups	83.564	3	27.855	4.630	<b>*Sig.</b>
	Within Groups	601.657	100	6.017		
	Total	685.221	103			
<b>Social Skills</b>	Between Groups	46.196	3	15.399	3.482	<b>*Sig.</b>
	Within Groups	442.266	100	4.423		
	Total	488.462	103			
<b>Self Management</b>	Between Groups	58.033	3	19.344	3.301	<b>*Sig.</b>
	Within Groups	585.967	100	5.860		
	Total	644.000	103			
<b>Overall Emotional Intelligence</b>	Between Groups	1185.142	3	395.047	4.317	<b>*Sig.</b>
	Within Groups	9151.848	100	91.518		
	Total	10336.990	103			

**Table 5: One-way ANOVA Test between the Level of Experience and Emotional Intelligence of the Respondents**

<b>Dimensions of Emotional Intelligence</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Level of Significance</b>
<b>Self Awareness</b>	Between Groups	35.631	2	17.815	2.754	<b>*NS</b>
	Within Groups	653.408	101	6.469		
	Total	689.038	103			
<b>Self Motivation</b>	Between Groups	8.649	2	4.325	3.006	<b>*Sig</b>
	Within Groups	145.312	101	1.439		
	Total	153.962	103			
<b>Empathy</b>	Between Groups	30.435	2	15.218	2.347	<b>*NS</b>
	Within Groups	654.786	101	6.483		
	Total	685.221	103			
<b>Social Skills</b>	Between Groups	15.649	2	7.825	1.671	<b>*NS</b>
	Within Groups	472.812	101	4.681		
	Total	488.462	103			
<b>Self Management</b>	Between Groups	42.211	2	21.106	3.542	<b>*Sig.</b>
	Within Groups	601.789	101	5.958		
	Total	644.000	103			
<b>Overall Emotional Intelligence</b>	Between Groups	614.871	2	307.436	3.194	<b>*Sig.</b>
	Within Groups	9722.119	101	96.259		
	Total	10336.990	103			

**Table 6: One-way ANOVA Test between the Monthly Income and Emotional Intelligence of the Respondents**

<b>Dimensions of Emotional Intelligence</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Level of Significance</b>
<b>Self Awareness</b>	Between Groups	86.424	3	28.808	4.780	<b>*Sig.</b>
	Within Groups	602.615	100	6.026		
	Total	689.038	103			
<b>Self Motivation</b>	Between Groups	20.396	3	6.799	5.090	<b>*Sig.</b>
	Within Groups	133.566	100	1.336		
	Total	153.962	103			
<b>Empathy</b>	Between Groups	80.513	3	26.838	4.438	<b>*Sig.</b>
	Within Groups	604.708	100	6.047		
	Total	685.221	103			
<b>Social Skills</b>	Between Groups	48.250	3	16.083	3.654	<b>*Sig.</b>
	Within Groups	440.211	100	4.402		
	Total	488.462	103			
<b>Self Management</b>	Between Groups	86.109	3	28.703	5.145	<b>*Sig.</b>
	Within Groups	557.891	100	5.579		
	Total	644.000	103			
<b>Overall Emotional Intelligence</b>	Between Groups	1497.788	3	499.263	5.648	<b>*Sig.</b>
	Within Groups	8839.202	100	88.392		
	Total	10336.990	103			

**Table 7: One-way ANOVA test showing the Statistical Analysis between Family Size and Emotional intelligence of the Respondents**

<b>Dimensions of Emotional Intelligence</b>		<b>Sum Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Level of Significance</b>
<b>Self Awareness</b>	Between Groups	8.802	2	4.401	.653	<b>*NS</b>
	Within Groups	680.236	101	6.735		
	Total	689.038	103			
<b>Self Motivation</b>	Between Groups	4.550	2	2.275	1.538	<b>*NS</b>
	Within Groups	149.411	101	1.479		
	Total	153.962	103			
<b>Empathy</b>	Between Groups	24.860	2	12.430	1.901	<b>*NS</b>
	Within Groups	660.361	101	6.538		
	Total	685.221	103			
<b>Social Skills</b>	Between Groups	15.517	2	7.759	1.657	<b>*NS</b>
	Within Groups	472.944	101	4.683		
	Total	488.462	103			
<b>Self Management</b>	Between Groups	1.708	2	.854	.134	<b>*NS</b>
	Within Groups	642.292	101	6.359		
	Total	644.000	103			
<b>Overall Emotional Intelligence</b>	Between Groups	222.329	2	111.165	1.110	<b>*NS</b>
	Within Groups	10114.661	101	100.145		
	Total	10336.990	103			