

A STUDY ON THE COMPONENTS OF EMOTIONAL INTELLIGENCE AND ITS INFLUENCE ON EMPLOYEES WORK PERFORMANCE OF PRIVATE BANKS

Ms. Diksha Pahuja

Research Scholar at Rabindranath Tagore University (Department: Management), Bhopal, M.P., India.

diksha.pahuja03@gmail.com

Dr. Preeti Shrivastava

Dean of Management @ Rabindranath Tagore University, Bhopal, M.P., India.

preeti.shrivastav@aisectuniversity.ac.in

ABSTRACT

Employee performance in a variety of businesses is now significantly influenced by emotional intelligence (EI). Understanding the connection between EI variables and bank employee performance is the main goal of this study. A standardised questionnaire that assessed emotional intelligence (EI) traits like self-awareness, self-regulation, motivation, empathy, and social skills was used to gather data from a sample of 150 bank employees. The main aim of present research is to study components of emotional intelligence and its influence on employees work performance confined to private banks. A self-assessment questionnaire was administered to a sample of 150 private bank employees as part of the study in order to gauge their levels of emotional intelligence, its components (EI) and its influence on performance of bank employees.

The study's findings show that components of emotional Intelligence affect the performance of bank employee. Further it also reveals that there is positive correlation-ship between emotional intelligence and performance of employees.

Keywords: Emotional intelligence, employee performance, banking sector, self-awareness

INTRODUCTION

The ability to identify and control our own and other people's emotions is referred to as emotional intelligence (E.I.) (Goleman, 2001). Emotional intelligence is defined as the capacity to recognise emotion, integrate emotion, to assist thought, understand emotion, and control emotion to support personal growth. This definition has undergone revisions over the years.

The term emotional intelligence (EI) refers to the capacity to recognise, make use of, comprehend, and regulate emotions and emotional data. The modern world heavily depends on emotional intelligence, particularly in terms of how it impacts the workforce. In general, businesses are focused on individuals. Therefore, anything that affects a person's ability to think effectively also affects the enterprises they lead or work for. Every company organisation consists of individuals with various talents, personalities, and feelings, which can significantly influence how they perform. Actually, a lot of professionals today think that a person's emotional intelligence quotient (EQ) might be more significant than their intelligence quotient (IQ) and is unquestionably a greater predictor of success, the calibre of relationships, and general pleasure.

These five facets of emotional intelligence, according to Goleman (1995), can significantly affect how an individual perceives and responds to organisational events. Four competences have been chosen for the current study: self-awareness, social awareness, relationship management, and self-management. According to Goleman (*Goleman, 1995*), self-awareness is "knowing one's internal states, preferences, assets, and intuitions". The ability to govern one's own internal states, impulses, and controls is represented by the second of Goleman's fundamental abilities, emotional management or self-regulation. Self-monitoring is a component of self-regulation since it enables the person to modify his conduct in response to environmental stimuli. Trustworthiness, self-control, conscientiousness, flexibility, and inventiveness are all parts of the self-regulation component.

NEED OF EMOTIONAL INTELLIGENCE TO IMPROVE EMPLOYEE PERFORMANCE

Thankfully, emotional intelligence can be acquired and developed at any point in one's life. However, doing so requires a high level of motivation, an organised learning environment, and

ongoing practise (*Goleman & Boyatzis, 2017*). Almost all of the world's top researchers and psychologists who have published in prestigious research journals share Daniel Goleman and his colleagues' consensus that emotional intelligence can be taught, learned, and improved across all age groups and professions. Self-efficacy theory and empirical research both back up the idea that emotional intelligence can be improved. The underlying theory proposes the idea that a person who has confidence in their abilities successfully accomplishes behavioural goals that have been set.

The achievement of objectives in an effective and efficient manner is referred to as employee performance. According to *Campbell et al. (1990)*, it is an individual level characteristic that strongly affects overall organisational effectiveness. In-role performance and extra-role performance are two separate characteristics of employee performance. Extra-role performance includes organisational citizenship behaviours that positively contribute to the achievement of organisational goals by having a positive impact on the social and psychological conditions of an organisation. In-role performance is the completion of legally required job tasks.

Nearly all sorts of occupations have a clear correlation between emotional intelligence and employee success. Emotional intelligence was identified by *Dulewicz and Higgs (2000)* as a critical success component that directly influenced employee performance more than managerial intelligence and intelligence quotient (IQ). Additionally, emotional intelligence benefited overall organisational effectiveness and commercial success. As a result, businesses are beginning to seek for candidates with greater emotional intelligence levels.

EMOTIONAL INTELLIGENCE AND BANKING SECTOR

As a mixed economy with a presence in a number of different industries, including textiles, sports products, agriculture, services, and other industries, India's economy has a significant place among Asian nations. Indian banking continues to hold the greatest market share and is expanding quickly. The Liberalisation, Privatisation, and Globalisation (LPG) strategy of 1991 caused the Indian banking sector to change from a sluggish and slow-moving business to one that is active, competitive, and productive. Although there are many job prospects and the banking industry is growing, little attention has been paid to employee emotional intelligence or psychological issues including stress, pressure, and anxiety. According to empirical observation, challenges in the banking business include high workload overload, stringent

deadlines for task completion, working longer than 12 hours a day, long commutes, and fear of losing one's job. As a result, the stress level among bank personnel is exceptionally high.

Despite the fact that researchers have established a wide range of programmes for stress avoidance and enhancing emotional balance among employees in industrialised nations, they are sadly absent in developing nations like India. The numerous reform programmes in India are only focused on enhancing the financial performance, developing new products, upgrading building infrastructure, promoting modern practises, etc. They have not yet begun any reform programmes that are pertinent to the psychological issues faced by employees. Since the banking industry is the foundation of every economy, this study concentrated on the novel yet crucial idea of emotional intelligence among bank personnel.

LITERATURE REVIEW

According to research by *Ananthanarayanan and Priyadarshini (2018)*, an employee's social relationships and emotional intelligence are positively correlated, which increases his level of commitment to the company. Employees with high EI are more devoted to the company and are happy at work. investigated how employee commitment and job satisfaction were affected by EI in the public and private sectors, and discovered a highly substantial positive relationship between the two.

Service quality & emotional intelligence are said to be associated by *Jain, S., Jain, V., & Das (2018)*. Emotional intelligence will therefore have an impact on service quality if self-management, self-awareness, and networking/social abilities are taken into account. These are the elements of emotional intelligence that determine career success and point people in the direction of professional development. A person must be adaptable to learn new skills as needed and unlearn outdated practises in order to be professionally developed in today's inconsistent society. Professional development is defined as possessing skills, knowledge, and competence in a relevant field. In his research, Bar-On emphasised the value of emotional intelligence and compared it to cognitive intelligence.

In a study of 198 public secondary school teachers, *Oguebe Uzoh and Anyikwa (2014)* looked at emotional intelligence as predictors of workplace deviation. As a statistical technique for data analysis, the study used a correlational design employing Pearson Product Moment

correlation. The results showed a strong association between emotional intelligence and workplace deviation.

Emotional intelligence (EI) is the ability to manage emotions effectively and use them to inform one's decisions and behaviour, managing one's emotions (self-regulation), motivating one's emotions (motivation), recognising others' emotions (empathy), and handling connections (social skills) are the five main components of emotional intelligence, according to **Goleman (1998)**. Self-awareness is the capacity of a person to recognise his or her advantages, feelings, value, and abilities. EI thus has a significant impact on how well each individual performs at home and at work. A worker with high emotional intelligence can control his or her own impulses, effectively interact with others, handle change, solve difficulties, and utilise humour to ease tension. In order to ascertain the benefits of emotional intelligence understanding and application in the hotel industry, both with regard to the internal workgroup and with regard to the relationship with visitors, **Cavelzani, et al. (2009)** undertook a study.

Emotional intelligence (EI), according to **Mayer (2008)**, is the capacity to reason accurately about emotions as well as the capacity to use emotions and emotional knowledge to sharpen intellect. In order to describe the current breadth of the discipline, he described the history of the EI idea, defined EI, and analysed three methodologies that have been used thus far from both a theoretical and methodological standpoint.

Using the emotional intelligence scale developed by Hyde, Pethe, and Dhar and the occupational self-efficacy scale developed by Pethe, Chaudhari, and Dhar, **Rathi (2008)** examined 112 scientists from research organisations to investigate the relationship between emotional intelligence (EI) and occupational self-efficacy. Emotional intelligence has been proven to be one of the significant predictors of occupational self-efficacy and to have a positive association with it, according to correlation and regression research. According to the study, persons with higher emotional intelligence make for more productive workers than those with lower emotional intelligence. The association between emotional intelligence (EI) traits like perception, control, use, and understanding of emotions and physical and mental health was examined by **Nikaloau (2005)**.

According to **Serge (2004)**, new Australian study shows that emotional intelligence can be taught and is not just a naturally occurring trait. Beyond the fact that we may at least say that

we have a high EI if we just have an average IQ, emotional Intelligence (EI) continues to be of interest. These days, we can improve EI in addition to measuring it.

Paul (2004) discussed the value of emotional intelligence in the legal curriculum. the author's objectives and preconceptions, as well as the format, approach, and resources used to teach the course. Additionally, it covered the students' responses to the class and their emotional intelligence test results. The piece also outlines changes the author would make to the curriculum.

Rahim (2002) looked into the connections between the five components of emotional intelligence and hypothesised that self-awareness is positively correlated with self-regulation, empathy, and social skills; self-regulation is positively correlated with empathy and social skills; empathy and social skills have a positive relationship with motivation; and motivation is positively correlated with problem-solving strategy and negatively correlated with bargaining strategy.

The Bar-On Emotional Quotient Inventory, a new test of emotional intelligence, was the subject of *Dawda and Hart's (2000)* reliability and validity analysis. Results showed that the EQ-I domain and component scales had strong item homogeneity and internal consistency since response biases or styles did not significantly alter the scores. Men and women's reliability and validity findings were quite similar. The EQ-I appears to be a promising tool for measuring emotional intelligence, according to the results.

RESEARCH OBJECTIVES

- To determine the components of emotional intelligence influencing the performance of bank employees.

HYPOTHESIS

H₀1: The components of emotional intelligence have no influence on the performance of bank employees.

RESEARCH METHODOLOGY

The research adopted a quantitative approach for the research methodology. Purposely, the investigation adopted exploratory research design. Considering it is a case investigation for companies in Arusha and the examiner is going to conduct a survey, the research is descriptive in character (*Creswell, 2014*). The relationship between both the dependent and independent variables was determined via the study's exploratory research (*Creswell, 2014*). This imply that a correlation method was used to determine the relationship between emotional intelligence and performance of bank employees.

POPULATION OF THE STUDY

The population was generated from the number of employees working in various banks of Indore, Madhya Pradesh. The population considered for study was of 150 employees working in private banks. A structured questionnaire was prepared and distributed among the employees of private banks and 150 valid responses were collected.

RESEARCH INSTRUMENTS

The researcher has used both primary and secondary data. The questionnaire was main tool for collecting data. It was divided into 3 sections. Section A contained demographic questions of the research participants. Section B contained questions about Emotional Intelligence and Employee Performance.

DATA ANALYSIS AND INTERPRETATION In the data analysis, descriptive and inferential statistics were used. Descriptive statistics were specifically employed to examine the demographic traits of the research participants. On the other hand, Section B question analysis used inferential statistics. Furthermore, Reliability, Factor Analysis and Pearson correlation was used to emotional intelligence and the employee performance in selected banks.

Reliability Statistics	
Cronbach's Alpha	N of Items
.917	40

The Cronbach alpha reliability coefficient value for the scale was .925 for 45 items that was above the recommended value 0.70 which showed that the instrument used for data collection was a reliable instrument.

Objective 1 To determine the components of emotional intelligence influencing the performance of bank employees.

H0: The components of emotional intelligence have no influence on the performance of bank employees.

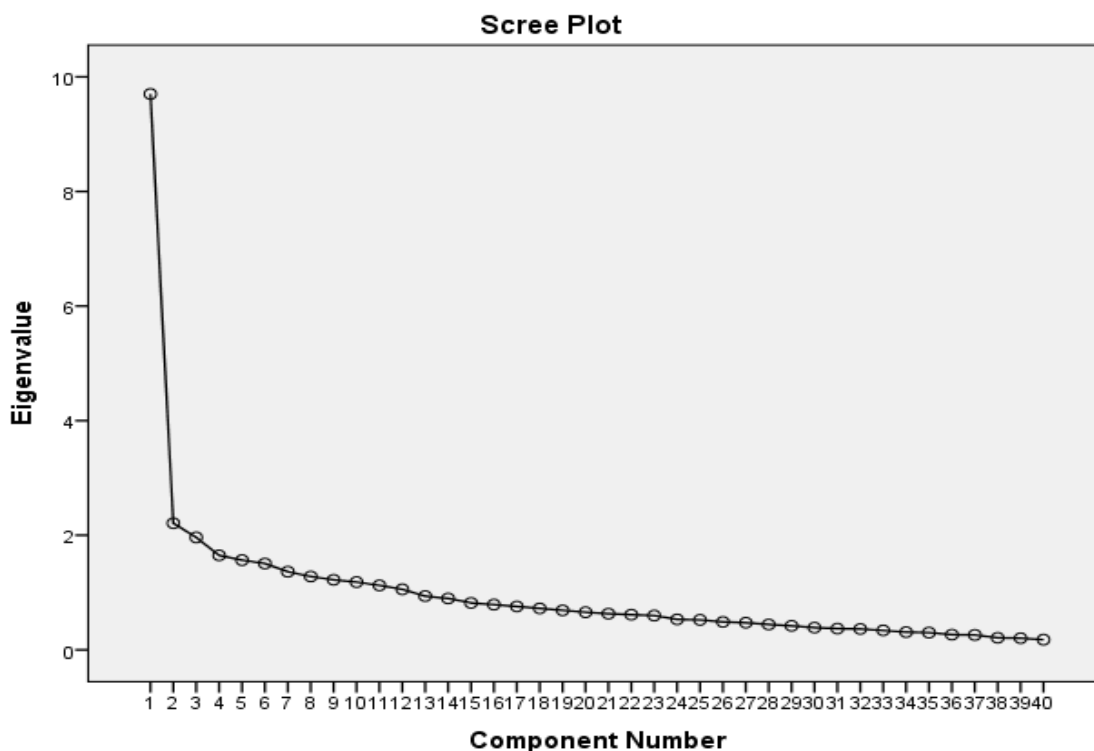
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.833
Bartlett's Test of Sphericity	Approx. Chi-Square	2113.119
	df	780
	Sig.	.000

Interpretation KMO and Bartlett Test value is .833 and Bartlett's test of sphericity Chi-square value is 2113.119 and significance value is .000 whereas degree of freedom is 780 indicate that factor analysis done for 40 components is effective.

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.701	24.252	24.252	9.701	24.252	24.252	4.124	10.310	10.310
2	2.211	5.527	29.778	2.211	5.527	29.778	3.192	7.980	18.290
3	1.962	4.905	34.683	1.962	4.905	34.683	2.424	6.060	24.350
4	1.649	4.122	38.805	1.649	4.122	38.805	2.371	5.928	30.278
5	1.565	3.912	42.718	1.565	3.912	42.718	2.208	5.521	35.799
6	1.507	3.767	46.485	1.507	3.767	46.485	2.208	5.520	41.319
7	1.364	3.409	49.894	1.364	3.409	49.894	1.855	4.638	45.957
8	1.279	3.198	53.092	1.279	3.198	53.092	1.691	4.226	50.183
9	1.223	3.057	56.149	1.223	3.057	56.149	1.594	3.986	54.169

10	1.183	2.958	59.107	1.183	2.958	59.107	1.460	3.651	57.820
11	1.125	2.813	61.920	1.125	2.813	61.920	1.439	3.598	61.418
12	1.056	2.639	64.559	1.056	2.639	64.559	1.256	3.141	64.559
13	.938	2.344	66.903						
14	.897	2.243	69.146						
15	.820	2.049	71.195						
16	.790	1.974	73.169						
17	.758	1.894	75.063						
18	.723	1.808	76.871						
19	.690	1.724	78.596						
20	.656	1.640	80.235						
21	.631	1.577	81.812						
22	.614	1.535	83.347						
23	.598	1.496	84.843						
24	.532	1.330	86.173						
25	.523	1.308	87.481						
26	.488	1.220	88.701						
27	.474	1.184	89.885						
28	.442	1.106	90.991						
29	.418	1.045	92.036						
30	.388	.969	93.005						
31	.370	.925	93.930						
32	.365	.912	94.842						
33	.339	.848	95.690						
34	.309	.772	96.462						
35	.301	.753	97.214						
36	.264	.661	97.875						
37	.259	.648	98.523						
38	.210	.524	99.047						
39	.203	.508	99.555						
40	.178	.445	100.000						
Extraction Method: Principal Component Analysis.									

Interpretation: - After applying the Principal Component Analysis (PCA) we observed that after 12th component difference in variable were list than we referred screen plot and identify the 12th component. Total variance explains 64.559% of total variance.



Interpretation: The graph shows the extraction of the components on the steep slope. The first 12 components are the part of steep slop. The components on the shallow slope contribute little to the solution. The components 13 to 40 are the part of shallow slop. The big drop occurs between the 13th and 40th components, so first 12 components are used for further analysis. The scree plot confirms the choice of 12 components.

Component Matrix ^a												
	Component											
	1	2	3	4	5	6	7	8	9	10	11	12
I was able to meet the standards of quality of my work	.713	-.105		-.113				-.126	.103			.212

It took a long time for me as a staff member to get back to normal working conditions post lockdown.	.320		.451			.168		.369			-.293	.342	.126
I always practice discipline at my workplace	.337	.361	-.361	.266	-.152	-.212	-.198	.358	.129				
I was always motivated to utilize my skills and talent to perform any crucial task in less time frame	.355		.251			-.470	-.140		.116	.382			
I was able to establish plans, realize priorities and objectives as per changing work conditions	.458		.112	.297	-.181		.488	-.241	.225				
I was able to perform my duties and responsibilities with accuracy.	.247	-.206		-.108	.309	.293	.288	.393	.239	.138	.142		.233
I feel good when I get positive feedback from my team members.	.299	.447		-.301	.121				.495				-.304
Extraction Method: Principal Component Analysis.													
a. 12 components extracted.													

Interpretation: - The table above shows the loadings of the 40 variables on the 12 factors extracted. The higher the absolute value of the loading, the more the factor contributes to the variable (We have extracted 12 variables wherein the 40 items are divided into 12 variables according to most important items which similar responses in component 1 and simultaneously in component 2,3,4,5,6,7,8,10,11 and 12). The gap (empty spaces) on the table represents loadings that are less than 0.5, this makes reading the table easier. We suppressed all loadings less than 0.5.

Rotated Component Matrix^a												
	Component											
	1	2	3	4	5	6	7	8	9	10	11	12

My organization took all the precautions to avoid transmission of viruses within the branch.	.704																		
I was aware of the set process and knowledge required to complete the daily task within TAT with less staff during Covid 19.	.637																		
I accepted the problems and challenges along with extended responsibility during Covid19.	.602																		
I was able to perform all the tasks with minimal workforce and supervision during the pandemic.	.594																		
I was able to spare enough time for my family for emotional support during Covid19.	.586																		
It was difficult to get support from the outsourced services (like courier) which led to delay in processing customer requests.	.560																		
My contribution was well aligned to organizational objectives.	.535																		
I was able to adapt to the changing work environment during Covid 19.																			
I was able to manage the duties in times of less workforce in the branch during Covid19.																			
I was able to meet the standards of quality of my work during Covid-19.																			
I was able to adapt to new implementations and processes initiated by the bank for curtailing time during Covid19.	.759																		
I was able to meet the deadlines; regardless of volume of work and less human resources.	.669																		
Emotional, Mental and Psychological Stress during pandemic created an unhealthy atmosphere at work place.	.614																		
It was difficult to handle customer groups with less or no digital banking knowledge.																			

I was committed to complete all the tasks assigned during the day to avoid any puzzlement of work to the staff member taking over the next working day during Covid19.																				
I was able to establish plans, realize priorities and objectives as per changing work conditions during Covid 19.			.796																	
I was able to maintain healthy relationships with my co-staff/colleagues during the pandemic.			.704																	
I take initiative to sharpen my knowledge and skills in areas of advancement.			.741																	
I took the lead to understand the customer's situation and problems during the pandemic.			.714																	
I was able to present details and guidelines in a systematic and concise manner.																				
I feel good when I get positive feedback from my team members.					.829															
I would empathize with my co-staff or customers for their personal loss, if any, during Covid-19.					.647															
I was able to handle situations that caused me to think negatively during the pandemic.					.542															
I was able to manage and control the circumstances rather than suffer from the conditions.																				
The organization valued my contribution and efforts during covid19.					.692															
I was able to handle my customers without losing any control during Covid19.					.564															
I followed the Login In time cautiously even during the time of pandemic.																				
I was always motivated to utilize my skills and talent to perform any crucial task in less time frame during the pandemic.						.666														
I was able to handle and control my emotions at work during Covid19.						.507														

Factor 1 named as Work Life Balance

Items	Item Load
My organization took all the precautions for health and hygiene within the branch.	.704
I was aware of the set process and knowledge required to complete the daily task within TAT with less staff	.637
I accepted the problems and challenges along with extended responsibility	.602
I was able to perform all the tasks with minimal workforce and supervision.	.594
I was able to spare enough time for my family for emotional support.	.586
It was difficult to get support from the outsourced services (like courier) which led to delay in processing customer requests.	.560
My contribution was well aligned to organizational objectives.	.535
Total Variance	10.310%

Factor 2 named as Interpersonal Relations

Items	Item Load
I was able to adapt to new implementations and processes initiated by the bank for curtailing time.	.759
I was able to meet the deadlines; regardless of volume of work and less human resources.	.669
Emotional, Mental and Psychological Stress created an unhealthy atmosphere at work place.	.614
Total Variance	7.980%

Factor 3 named as Individual Goal

Items	Item Load
I was able to establish plans, realize priorities and objectives as per changing work conditions	.796
I was able to maintain healthy relationships with my co-staff/colleagues	.704
Total Variance	6.060%

Factor 4 named as Customer Engagement and Service

Items	Item Load
I take initiative to sharpen my knowledge and skills in areas of advancement.	.741
I took the lead to understand the customer's situation and problems	.714
Total Variance	5.928%

Factor 5 named as Empathy

Items	Item Load
I feel good when I get positive feedback from my team members.	.829
I would empathize with my co-staff or customers for their personal loss, if any,	.647
I was able to handle situations that caused me to think negatively	.542
Total Variance	5.521%

Factor 6 named as Motivation

Items	Item Load
The organization valued my contribution and efforts	.692
I was able to handle my customers without losing any control	.564
Total Variance	5.520%

Factor 7 named as Conscientiousness

Items	Item Load
I was always motivated to utilize my skills and talent to perform any crucial task in less time frame	.666
I was able to handle and control my emotions at work	.507
Total Variance	4.638%

Factor 8 named as Emotional Resilience

Items	Item Load
I clearly understand what the other person perceives about me and my ideas during any exchange of information.	.727
It took a long time for me as a staff member to get back to normal working conditions	.669
Total Variance	4.226%

Factor 9 named as Self-Regulation

Items	Item Load
I regularly track my progress towards organizational objectives and individual goals,	.675
I always practice discipline at my workplace.	.650
Total Variance	3.986%

Factor 10 named as Interpersonal Sensitivity

Items	Item Load
I was aware of the impact my behavior has on the customer.	.724
Total Variance	3.651%

Factor 11 named as Self-Awareness

Items	Item Load
I was able to perform my duties and responsibilities with accuracy.	.798
Total Variance	3.598%

Factor 12 named as Stress Management

Items	Item Load
I was concerned about job security being a private sector employee as many private sector organizations were cutting down resources for cost benefits.	.618
Total Variance	3.141%

Interpreation Thus the 40 variables considered in the primary data from which were reduced to 12 factors model and each factor was given a name which associated with the *corresponding* variables.

FINDINGS AND DISCUSSION

Based on finding of objective 1 we reject H_{01} and it is infered that *the components of emotional intelligence have influence on the performance of bank employees.* By applying Principal Component Method of Factor Analysis the 12 identified and renamed factors are Work Life Balance, Interpersonal Relations, Individual Goal, Customer Engagement and Service,

Empathy, Motivation, Conscientiousness, Emotional Resilience, Self-Regulation, Interpersonal Sensitivity, Self-Awareness and Stress Management. Bartlett Test value is .833 and total variance for all the factors was 64.559% and Eigen values were more than one for all the factors

From the outcome of the study which was carried out using factor analysis it has been observed that the above identified 12 factors of emotional intelligence have highly positive influence on the performance of bank employees.

This is consistent with the findings of Shahhosseini, Silong, Ismaill, and Uli (2012), who found that EI has a big impact on relationships at work and affects how often there are workplace conflicts amongst co-workers. It was also supported by Adrian's (2000) results, who came to the conclusion that emotional maturity has a significant impact on how people respond to stressful situations at work.

CONCLUSION

The importance of emotional intelligence is now progressively coming to light, and studies in this area are becoming more communal. Every business aspires to operate at maximum productivity. A skilled and competent workforce is unquestionably one of the most crucial components that aid organisations in achieving their objectives, as the workforce has a significant impact on productivity levels. According to Abraham (1999), people with emotional intelligence are better at handling daily tasks and have effective thinking, which frequently includes affective awareness.

The banks should work to create efficient emotional intelligence policies and promote the use of those policies by their staff. This will assist retain the best personnel, boost organisational commitment, efficiency, and production, and inspire workers to put up their best effort. Progress is aided by having an emotionally intelligent workforce. Employees in banks can make judgements more easily and do work more quickly when they are sympathetic and aware of one another's emotions. Banks should take the lead in developing and boosting their staff members' emotional intelligence. This can be achieved by creating and offering their staff efficient training. Finally, the efficacy and quality of one's working life are significantly influenced by emotional intelligence.

LIMITATIONS

1. Given that this study was based on a self-report questionnaire, it is impossible to rule out the possibility of response bias.
2. Because the sample was taken from Indore, the results might not apply to people living elsewhere in India.

RECOMMENDATIONS

It is advised that bank employees (bankers) make independent efforts to acquire pertinent books, tapes, and magazines that teach and train on emotional intelligence. By attending training sessions and workshops and making personal efforts to acquire these materials, they can increase their level of productivity in terms of internal and external customer relationship management.

The bank should be familiar with emotional intelligence and how to consider the many components of emotional intelligence for performance development.

REFERENCES

1. *Anantha Narayanan, A., Priyadarshini, R. G., (2018)*. Engineering careers to enhance organizational commitment among employees in the IT industry. IOP Conference Series: Materials Science and Engineering, 390(1).
2. *Campbell, C. H., Ford, P., Rumsey, M. G., Pulakos, E. D., Borman, W. C., Felker, D. B., Riegelhaupt, B. J. (1990)*. Development of multiple job performance measures in a representative sample of jobs. Personnel Psychology, 43(2), 277-300
3. *Cavelzani, Alessandro, Villamira, Marco and Esposito, Mark (2009)*, Emotional Intelligence in Practice. Available at SSRN: <http://ssrn.com/abstract=1323894>
4. *Dawda, D and Stephen D. Hart* "Assessing emotional intelligence: reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-i) in university students" Simon Fraser University, Department of Psychology, available online 24 January 2000.

5. **Dulewicz, V., & Higgs, M. (2000).** Emotional intelligence—A review and evaluation study. *Journal of Managerial Psychology*, 15(4), 341-372.
6. **GOLEMAN, D. 1995.** Emotional Intelligence. New York: Bantam.
7. **Goleman, D., & Boyatzis, R. (2017).** Emotional intelligence has 12 elements. Which do you need to work on. *Harvard Business Review*, 84(2), 1-5.
8. **Jain, S., Jain, V., & Das, S. (2018).** Relationship analysis between emotional intelligence and service quality with special evidences from Indian banking sector. *Revista ESPACIOS*, 39(33). Page 3 Retrieved from <http://www.revistaespacios.com/a18v39n33/18393303.html>
9. **Mayer, J. (2008).** Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53 (8): 1027
10. **Nikaloau, L. (2005).** The EQ Factor. *Time*, 146(14):60-68
11. **Oguegbe U., & Anyikwa, K. (2014).** Workplace Deviance: A Predictive study of Occupational Stress and Emotional Intelligence among Secondary School teachers. *International Journal of Academic Research in Business and Social Sciences*, 4(12), 178-186
12. **Paul, J. (2004).** Applying Emotional Intelligence at the Workplace. *Training and development*, 51(12):31-38
13. **Rahim, A. (2002).** The Relationship between Emotional Intelligence and Work Attitudes, Behaviour and Outcomes: An examination among Senior Managers. *Journal of Managerial Psychology*, 18 (7/8): 788-813
14. **Rathi, N. (2008).** Managing workplace emotions: An issue of healthcare students. *Review of General Psychology*, 2: 271-299
15. **Serge, S. (2004).** Meta-analytic Review of Leader-Member Exchange Theory: Correlates and Construct Issues. *Journal of Applied Psychology*, 827-44

WEBLIOGRAPHY

- <http://onlineresearchjournals.com/aajoss/art/89.pdf>
- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3673571
- <https://www.researchgate.net/publication/>
- <https://journals.sagepub.com/doi/abs/10.1177/0972150917713903?journalCode=gbra>