

# Employee emotional intelligence and leadership efficacy in both public and private organizations

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## Abstract

*A key component of success in both life and the workplace is emotional intelligence. A person's conduct and performance seem to be greatly influenced by their mental health. This study aims to investigate how employees in the public and private sectors differ in their emotional intelligence. The findings unequivocally show that personnel in the public and private sectors do not significantly differ in their emotional intelligence. An individual with higher emotional intelligence may lead the team, perform better, and foster trust among coworkers and the community. People with emotional intelligence are able to deal with conflict, power struggles, change, and rivalry with ease. Businesses that employ emotionally savvy workers often achieve success across the board.*

**Keywords:** Emotional intelligence, government sector, performance, private sector.

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## I. Introduction

It is often acknowledged that soft skills have a significant impact on people's emotions and reactions to others. They are engaged and driven to meet company objectives if they feel valued and appreciated. The sense of internal equilibrium that allows us to remain composed, make wise choices, communicate effectively, and continue to lead effectively under pressure is known as emotional intelligence. Our empathy is enhanced by emotional intelligence. More than any other leadership talent, emotional intelligence is critical to work effectiveness. Our emotional intelligence is thought to be more than twice as significant as our technical proficiency. It was determined to investigate the emotional intelligence of government and private sector workers due to the significance of emotional intelligence for job performance.

Effective management may be achieved by acquiring emotional intelligence capabilities, which are acquired rather than innate. Since emotions are action-oriented, the basis of emotional intelligence is the ability to control our own emotional reactions as well as those of others in emotionally charged situations. In order to effectively handle all of these responses, we must first acknowledge and identify our According to Cooper and Sawaf (1997), emotional intelligence is the capacity to recognize, comprehend, and use emotions as a source of human energy, knowledge, influence, and connection. Emotional intelligence, according to Mayer and Salovey (1997), is the capacity to monitor one's own and other people's moods and emotions in order to distinguish between them, and to use this knowledge to direct one's thoughts and behavior. Accurately seeing, evaluating, and expressing emotions; accessing and/or producing feelings when they support ideas; and understanding our emotional states and how they affect our behavioral patterns are all components of emotional intelligence. Self-improvement and leadership abilities are strongly impacted by emotional intelligence. The capacity to recognize shifts in one's own and other people's emotional tones, organize them, take the initiative, remain composed under pressure, uphold positive connections with others, and have a positive view on life is known as emotional intelligence. The capacity to track, distinguish, and utilize your own and other people's emotions and sentiments to guide your thoughts and actions is a component of emotional intelligence. The idea that the general public, professionals, and scholars are presently focusing on is emotional intelligence. The importance and advantages of emotional intelligence in the areas of managing occupational stress, interpersonal relationships, success in both work and personal life, performance enhancement, academic field, personality improvement, and interpersonal communication were reported by the researchers along with the relationship between emotional intelligence and other psychosocial factors. The capacity to identify and modify the emotions that influence our reactions to certain circumstances or others is known as emotional intelligence. People may learn to take charge of their reactions and actively contribute to the development of their social skills through emotional intelligence. Self-awareness, self-management, social awareness, and social competence are the four core competencies that make up emotional intelligence, which is the capacity to manage both ourselves and our relationships. According to Goleman et al. (2002), each capacity is made up of certain sets of abilities. It is more true to state that an individual's interactions with themselves, their life, their job, and others are determined by how frequently they exhibit or use the constituent skills, or competences, inherent in emotional intelligence (Boyatzis

et al., 2000). It is the capacity to recognize, comprehend, and communicate oneself; recognize, comprehend, and relate to others; manage intense emotions and restrain one's impulses; adjust to change and resolve societal or personal issues (Bar-On, 1988). A person with high emotional intelligence develops a variety of skills that make managers politically astute, including adaptability, creative responses to setbacks and obstacles, personal management, listening and verbal communication, confidence, motivation to work toward goals, a sense of wanting to develop one's career group and interpersonal effectiveness, cooperativeness and teamwork, skills in resolving conflicts, effectiveness in the organization, leadership potential, social skills, and many more. The capacity to comprehend emotions, emotional knowledge, and intellectual development is commonly seen as being just as significant, if not more so, than the traditional dimensions of intellectual ability and personality (Goleman, 1995, 1998). There is evidence that when women have a lot of family duties, such as when small children are at home, the psychological advantages of employment are lowest and the difficulties of juggling numerous jobs are highest. This is due to the fact that these various roles strengthen women's sense of self and improve their psychological health. The joy they receive from other positions, such as Prestige e-Journal of Management and Research, balances the strain and stress they endure from one role. Many individuals have a tendency to undervalue the labor of homemakers, taking it for granted and believing that a housekeeper could simply replace them.

### **Emotional intelligence**

The development of emotional intelligence dates back to Darwin's time, when he highlighted the significance of emotional expressiveness for survival. In their 1985 PhD thesis, "A study of Emotion: Developing Emotional Intelligence," Wayne Payne coined the phrase "emotional intelligence." Then, in 1995, Daniel Goleman's best-selling book "Emotional Intelligence: Why It Can Matter More Than IQ" was published, marking a significant advancement in this area. Daniel Goleman's book was featured in a 1995 Time magazine story by Nancy Gibbs. A person's capacity to control and assess their own emotions as well as the emotional states of others is influenced by a set of skills known as emotional intelligence. In 1998, Daniel Goleman developed a five-dimensional model. They are as follows:

**Self-awareness:** It is the ability to judge and recognize a feeling. It is accuracy of selfassessment and confidence.

**Self-management:** It is the ability to keep impulsive emotions in self-control. It helps to keep disruptive emotions in check and maintain standards of integrity and honesty, be adaptable, take responsibility of one's performance and be innovative.

**Motivation:** It is the tendency of emotions which helps in guiding in attainment of goals. It includes the optimism, commitment, drive and initiative.

**Empathy:** It is the ability to understand and to be aware of needs of others. Social skills: It is the ability to sustain, thrive and persuade in social group. It is more about collective cooperation, leadership etc.

	<b>Self Personal Competence</b>	<b>Other Social competence</b>
<b>Recognition</b>	Self-Awareness - Emotional self-awareness - Accurate self-assessment - Self-confidence	Social Awareness - Empathy - Service orientation - Organizational awareness
<b>Recognition</b>	Self-Management · Self-control · Trustworthiness · Conscientiousness · Adaptability · Achievement drive · Initiative	Relationship Management · Developing others · Influence · Communication · Conflict management · Leadership · Change catalyst · Building bonds · Teamwork & collaboration

## **II. Literature Review**

In 2010, Tamannaifar and colleagues studied 6,050 University of Kashan students to identify the connection between academic success and emotional intelligence and self-concept. The student sample was chosen at random. The study found a favorable correlation between students' academic achievement and emotional intelligence and self-concept. In 2011, Yahaya and colleagues investigated the connection between academic achievement and five dimensions: emotional intelligence, self-motivation, empathy, interpersonal skills, and self-awareness. The study found a strong correlation between academic achievement and self-awareness, emotional control, and empathy. A study on emotional intelligence in private banks was carried out in 2014 by Vibhor Jain, a research scholar at Teerthankar Mhaveer University in Moradabad. The study's findings demonstrate that those with high emotional intelligence are the most productive, adept at solving problems, have strong interpersonal skills, and are happier at work. Employees that are emotionally balanced are flexible, self-aware, self-assured, and adept at handling conflict and stress. In 2014, Shavita Deshwal, an assistant professor at MSI India, carried out a study titled "A comparison of emotional intelligence between government and public sector employees." The study comes to the conclusion that personnel in the public and private sectors are not significantly different. Employees with emotional intelligence may lead the team and

foster trust among coworkers and the environment. A research conducted in 2015 by Pooja and Pranab Kumar from Birla Institute of Technology Ranchi, Jharkhand, was published in March 2016. They conducted research in the Indian service industry to determine how demographic factors affect emotional intelligence. Gender, age, job experience, educational attainment, and other factors are examples of variables. According to the survey, female employees had higher levels of emotional intelligence than male employees. People in their latter years are better able to deal with issues, control their stress levels, and show greater empathy for their coworkers. Compared to technically qualified workers, non-technical qualified workers have better interpersonal skills and the capacity to control the emotions of others. The study unequivocally demonstrates that workers with a lot of job experience have less opportunities to get feedback from their peers and coworkers, which makes them less adept at controlling their emotions. Emotional intelligence is also influenced by management level. According to the study, higher management levels had higher EI scores. In 2018, Sundarajan and Gopichandan of Chennai's BMC Medical Education conducted a research on medical students' emotional intelligence. The degree of emotional intelligence among medical students who completed their high school education at both public and private institutions has been identified as a primary determinant. The study unequivocally demonstrates that, in comparison to pupils attending private schools, those who completed their education at government schools have higher levels of emotional intelligence. Due to their social and communal upbringing throughout school, rural government school students are highly adaptive and capable of working as a team with limited resources. They also have a greater grasp of their emotions. Students in private schools are raised with an emphasis on individual achievement and an autonomous mindset. According to the study's findings, kids who are exposed to limited resource practices and the way that people live, think, and work in communities are often more emotionally intelligent.

### **Study objectives**

The research aims to accomplish the following goals regarding emotional intelligence behavior among personnel in the public and commercial sectors:

1. To compare the emotional intelligence of employees in the public and private sectors.
2. To determine what elements might enhance emotional intelligence.

### **Hypotheses**

**H01:** Employees in the public and private sectors do not significantly differ in their emotional intelligence.

**H02:** Employees in the public and private sectors differ significantly in their emotional intelligence.

## **III. Research Methodology**

### **Study**

This exploratory study compares the emotional intelligence of employees in the public and private sectors.

### **Sample**

Convenience sampling has been applied. Respondents between the ages of 25 and 50 who work for the government or the business sector were chosen. A total of 200 respondents—100 from the public and 100 from the private sectors—were examined.

### **Tools for Data Collection**

Data was gathered using the Anukool Hyde et al. (2002) Emotional Intelligence Scale. This 34-item measure of emotional intelligence has been used in both the public and private sectors. Items having a correlation value of less than 0.1948 should be eliminated since the sample size was 200. No item was removed from the questionnaire since every item in the research had a correlation value greater than 0.1948. Cronbach's alpha was used to evaluate the measure's reliability across all 34 items. We may assess the dependability of several variables using Cronbach's alpha. It comprises estimates of the amount of variance in scores of various variables that may be attributed to random mistakes or chance (Selltiz et al., 1976).

As a general rule, a coefficient greater than or equal to 0.7 is considered acceptable and a good indication of construct reliability (Nunnally, 1978). The Cronbach's alpha for the questionnaire was 0.869 (Table 1, Fig. 1). Hence, it was found reliable for further analysis. Tools for Data Analysis: The data was analyzed using independent sample t Test.

**Table 1:** Levels of Emotional Intelligence of respondents working in government organizations.

Levels of EI	Frequency	Percentage
Extremely high	21	21%
High	69	69%
Moderate	10	10%
Low	0	0%
Total	100	100%

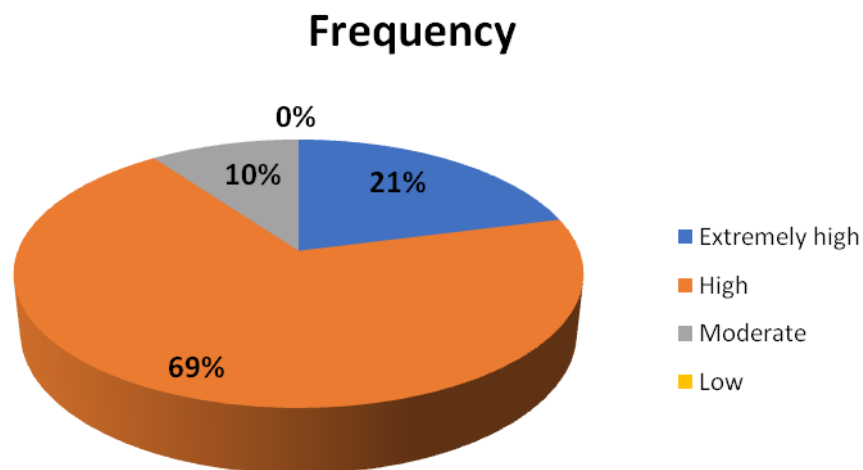
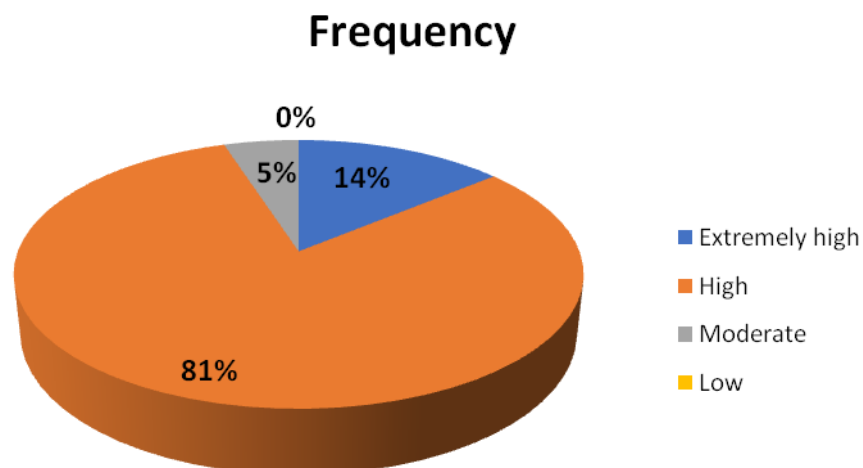


Fig. 1: The percentage of respondents with emotional intelligence who work for government agencies is shown in the illustration.

Table 2: Levels of emotional intelligence of respondents working in non-government organizations.

Levels of EI	Frequency	Percentage
Extremely high	14	14%
High	81	81%
Moderate	5	5%
Low	0	0%
Total	100	100%



**Fig. 2:** The emotional intelligence of respondents who work for non-governmental organizations is shown in the illustration.

#### **Improving Emotional Intelligence**

- Be assertive
- Be expressive
- Be proactive than reactive
- Be flexible
- Be motivated
- Be merrily
- Recognize pattern

#### **IV. Results**

To determine if the data follow a normal distribution, the Kolmogorov-Smirnov test is used. This test is crucial for selecting the statistical test to be used when comparing responder averages. The test's outcome (Table 2, Fig. 2) demonstrates that government and private employees' Quality of Work Life values follow a normal distribution, therefore the t-test may be used to compare means. The computations show that the null hypothesis H01 is accepted since the p value is 0.249. As a result, there is no discernible difference in emotional intelligence between housewives and working professionals. However, the mean score for housewives was 121.04, but the mean score for working employees was 128.32, indicating that working employees were more emotionally intelligent than private employees.

#### **V. Discussion**

The study's findings demonstrate that there is no discernible difference in emotional intelligence between government and private employees. However, the mean score for housewives was much lower than that of working employees, indicating that working employees had higher emotional intelligence than private employees. Accurate self-assessment, self-confidence, achievement oriented, initiative, inspirational leadership, influence, and change catalyst were among the attributes that working people outperformed non-working people in. The wife's multiple duties in the house and at work suggest that her level of participation in various "homemaker" positions, such as "Chief Cook," "Mother," and "Housekeeper," will be different from that of the non-working person for whom these tasks are the center of her existence (Hartley 1960). This suggests that she looks for additional chances for self-fulfillment in activities outside the house rather than rejecting homemaker duties by working employees (Bailyn, 1970). This conclusion is corroborated by Wright's (1978) research, which found that both full-time private employment and women who work outside the house have advantages and disadvantages. Nonetheless, working-class people are typically happier with their lives and marriages than non-working people, according to Adegoke (1987), Nathawat and Mathur (1993), and Rogers and May (2003). According to Shrivastava, Singh, and Pandey (2008), non-working people had higher mean scores for several emotional intelligence characteristics than employed people. It was discovered that the self-awareness ratings for working and non-working individuals were roughly comparable. Only three EI subscales—assertiveness, independence, and impulse control—showed a significant difference according to the T-ratios. The study's null hypothesis—that there is no significant difference between the mean scores of working and non-working employees—was confirmed by the data, which showed no difference between the overall mean EI scores of working and non-working women.

#### **VI. Conclusion**

The study makes it abundantly evident that there is no discernible difference in emotional intelligence between working and nonworking employees. However, because they believe their lives are more stable and challenging than those of non-working women, working women are happier. They feel more at ease in their lives. According to the study's findings, an employee's involvement in work outside the home does not necessarily mean that she will put in less effort at home than her non-working counterpart; on the other hand, a non-working person is not necessarily very dedicated to her domestic role. However, working a full-time job places time limits on doing home chores. This suggests that having a paid job in the public or private sector, running a business, or working full-time for a private company does not interfere with an employee's family. However, as the sample used in this study is from a specific state and cannot be generalized, the study needs to be expanded. It is a positive indication that further studies in this field should be conducted while taking into account various states in order to have a better understanding of employment in various occupations and lifestyles.

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