RELATIONSHIP BETWEEN DISPOSITION AND EMOTIVE ACUMEN AMONG WOMEN LEADERS IN INDIA

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Abstract— *Women in leadership positions has increased in today's corporate scenario. The number of women working at the middle level has scaled up largely today. The Emotional Intelligence of the women leaders is a key factor for success in their career. The goal of the current study is to focus on the Emotional Intelligence components such as Self-awareness, Self-regulation, Self-motivation, Social awareness and Social skills of the women leaders. The study also analyses the socio-economic profiles and the personality factors of the women leaders. The study is of paramount importance in today's corporate arena when enormous amount of women professionals are aspiring to get into the forte of leadership roles. The study helps in understanding the mind-set of the women professionals and the study contributes to creating systems that could accelerate women professional's growth in future by fixing the slow rise of women to the top. Primary data were collected by carrying out structured interviews with the women leaders working in the IT sector.*

Keywords— *Emotional Intelligence, Self-Awareness, Self-Regulation, Self-Motivation, Social-Awareness*

1. Introduction

Emotional Intelligence (EI) is the competency to perceive one's own and others' feelings, to differentiate various sentiments and mark them properly, and to utilize emotional information to regulate one's behavior. The capacity to communicate and control the feelings is essential, so is the capacity to comprehend, decipher, and react to   the   feelings   of others. An employee with elevated levels of emotional intelligence is the   one   who   can successfully regulate and refine their own feelings and respond to that of others in an incredible way. Establishing the right emotional bonding with others in the workplace is a vital part of an organization, and the outflow of positive feelings is related to a more prominent probability of

accomplishment in the work environment, to be specific, emotional intelligence has a direct link with employees' attitude and performance.

In the past five decades, there has been an increasing percentage of women workforce in the corporate sector. It is established that the extent of women in administrative positions has expanded in today's corporate era (Powell & Graves, 2003). It can be noticed that the extent of women in the lower and mid-level administrative levels has expanded significantly, while the extent of women reaching the top administrative positions or moving up in the career has remained moderately less as compared to their male counterparts. Even though women are currently graduating highly than men from colleges and universities, and plenty of women are entering into the organizations and are progressing towards managerial cadres. In this, the level of Emotional Intelligence among women professionals are considered a crucial factor for their successful sustenance in their career. Several studies proved that girls have higher EI than boys (Seymen, 2017; Côté, Lopes, Salovey, & Miners, 2010). The objective of this paper is to find out the relationship between the EI dimensions and the attitude on career development. Along with that, the study explores the effect of the demographic profile of women managers on EI and the career development attitude.

2. Review of Literature

Salovey and Mayer (1990) were the pioneers who used the term - Emotional Intelligence in the scientific literature, which used to describe the ability to deal with emotions. They brought applicable proof from earlier research studies and introduced the first accepted model of EI. According to Salovey and Mayer (1990), Emotional Intelligence is defined as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Although Salovey and Mayer (1990) familiarized the model of EI to the literature, Goleman is broadly perceived for the advancement of the model. In 1995, Goleman composed a book - Emotional Intelligence which gave a force to widen the field of EI. According to Goleman (1995) "Emotional intelligence [includes] abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distressed from swamping the ability to think; to empathize and to hope. "Initial approach of Goleman's EI model consisted of five dimensions, namely knowing one's emotions, managing emotions, motivating oneself, recognizing emotions, and handling relationships. Davies, Stankov, and Roberts (1998) suggested that EI should not be viewed as an exceptional human capacity until there was a proper instrument for assessment. Mayer and Salovey (1997) built up an ability-based EI test.

Previous studies have shown that emotional abilities (i.e., the capability of EI that has converted into functional capacities) are twice as significant as IQ and skill in adding to phenomenal and high performance (Goleman, 1998). Over the period, researchers have produced several comprehensive EI models, including the elaborations by Salovey and Mayer on their hypothesis. The model developed by Salovey and Mayer (1990; Mayer, Salovey, & Caruso, 2000) included emotional intelligence in intelligence. Bar-On (1997) has treated emotional intelligence in the concept of personality theory, particularly in the theory of well-being. All these EI models, in any case, share a typical center of fundamental ideas. Emotional level, at the most broader level, alludes to the capacities to perceive and control feelings in

ourselves and others. The typical definition of EI recommends four dimensions, namely self-awareness, self-management, social awareness, and relationship. Workplace is the place that requires personal interaction. The more significant part of these connections identifies with the satisfaction of work obligations, for example, serving clients, accepting guidelines, and answering to bosses or collaboration and coordination with peers. Workers with significant levels of emotional intelligence are the individuals who can adequately utilize regularization dependent on emotions and which ensures productive relationships with others (Pastor, 2014). A leader can build their EI through self-awareness, emotional management, and self-control. Emotionally intelligent superiors perform better on their responsibilities in contrast with their counterparts with lower EI (Carmeli, 2003). A study conducted among the women managers of Johnson and Johnson consumer good company found that the women managers had higher adaptability and service orientation. Their subordinates rated those women managers to possess high emotional self-awareness, conscientiousness, ability to develop others, service orientation and communication (Brienza and Cavallo, 2002). According to Anand and UdayaSuriyan, Emotional Intelligence and emotional quotient of women increases the relationship and leadership practices of the women leaders (Anand and UdayaSuriyan, 2010). Leaders with greater emotional intelligence will be more effective leaders (Sosik, and Megerian, 1999; Varghese et al.2015). Ronald. E. Reggio and Rebecca J. Reichard, in their study on 'The emotional and social intelligences of effective leadership-An emotional and social approach' describe how emotional skills and complementary social skills are essential for effective leadership.

3. Objectives of the Study

1. To exhibit the socio-economic profiles of the women leaders
2. To examine the association between EI components and determinants of personality factors among women leaders
3. To identify the association between socio-economic profiles and the components of EI among women leaders

4. Research Hypothesis

Based on the evidence from the literature review, the following hypothesis were developed.

H1: There is significant association between the determinants of personality factors and Emotional Intelligence of women leaders
H2: There is significant association between the socio-economic profiles and Emotional Intelligence of women leaders

5. Methodology and Design

The present study is descriptive, and a survey was conducted among the women leaders who are working in the IT sector in Chennai. The respondents have shared their past experiences to one of the authors, on how they have sustained their challenges, such as, psychological,

social, familial, professional and have used every opportunity that came in their way, to see themselves at a leadership position in the corporate sector.

The corporates chosen for the study were honoured as the 'Best Workplaces For Women in India' by Great Places To Work Institute in the year 2019 since these organizations have proven to be a good workplace for women professionals. The mind-set of the women working in these organizations will help us become aware of the personality dimensions and the Emotional Intelligence of these women leaders. The researcher contacted 124 women leaders from the identified organizations. The responses were captured through personal interviews by the researcher. The data collection ended with 77 responses which are completed with all the parameters that are required for fulfilling the study objectives, thus achieving 62 percent of response success rate.

The respondents were assured of the confidentiality of the data they share during the interview and was informed to them prior hand and the same has been used only for research purposes. Neither their names nor their responses nor their place of work is revealed anywhere here in this study.

The structured interview schedule comprised three parts, the first one intended to collect the necessary information of the respondents like age, education, marital status, and work experience. The second part measured the Emotional Intelligence, Wong and Law Emotional Intelligence Scale (WLEIS; Wong & Law, 2002) was adopted to assess the EI. The third part measured the personality determinants of the respondents based on literature reviews done. The personality traits of the leaders are highly associated with their Emotional Intelligence (Roberts et al., 2001). The statements related to the personality traits were identified from the study of Davis et al., (1998); Schutte et al. (1998); Boyatzis et al., (2000) . These variables forms the basis of analysis and accordingly the hypothesis were constructed. The collected data were analysed using SPSS version 21. The researcher has used the statistical tools like multiple regression, correlation and ANOVA for empirical analysis.

Educational Qualification	Frequency	Per cent
Graduation	42	54.55%
Post-graduation	35	45.45%
Marital Status	Frequency	Per cent
Married	64	83.12%
Unmarried	13	16.88%
Age	Frequency	Per cent
Less than 30	22	28.57%
30 to 40	32	41.56%

Above 40	23	29.87%
Total-experience	**Frequency**	**Per cent**
Less than 5 years	10	12.99%
5 to 10 years	31	40.25%
More than 10	36	46.76%

6. Conceptual framework
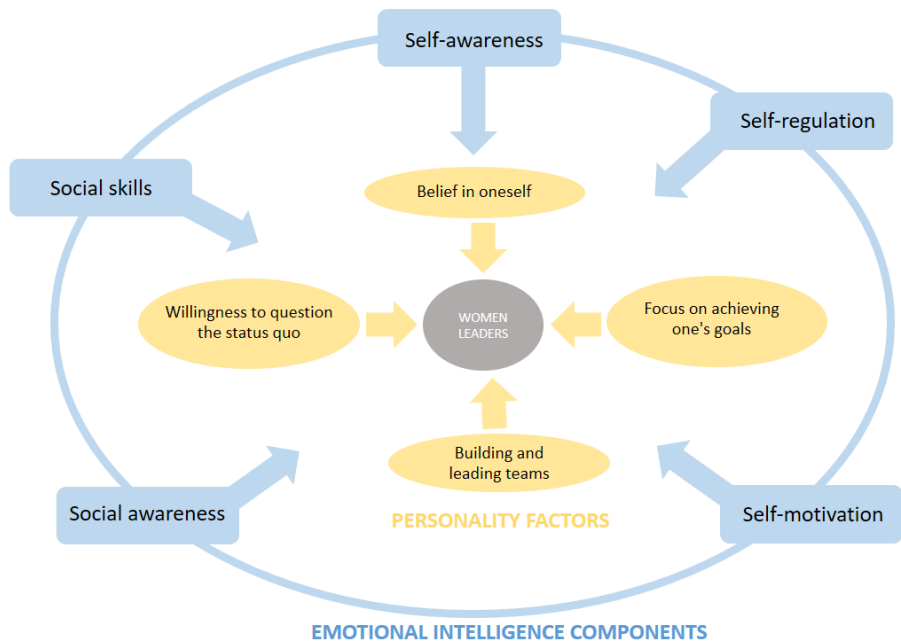
7. Results and Discussions

The results of the analysis with discussions are presented below:

Association Between EI Components and the Determinants of Personality Factors Among Women Leaders

The dominant determinants of the personality factors of women leaders are narrated as 'Belief in oneself', 'Focus on achieving one's goals', 'Building & leading teams' and 'Willingness to question the status quo' with the help of factor analysis. A multiple regression analysis has been administered to analyse the impact of the personality factor of the women leaders on the

respondents' Emotional Intelligence level. Emotional Intelligence Index as the dependent variable and the four factors namely belief in oneself, focus on achieving one's goals, building & leading teams and willingness to question the status quo as predictors. The results are shown in Table 1.

The fitted regression model is:

$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$

Whereas Y – Emotional Intelligence Index among the respondents

                X_1 – Score on Belief in oneself among the respondents

        X_2 – Score on Focus on achieving one's goals among the respondents

        X_3 – Score on Building and leading teams among the respondents

        X_4 – Score on Willingness to question the status quo among the respondents

b_1, b_2, b_3, b_4 – Regression coefficients of independent variables

              a – Intercept and

              e – Error term

Table 1
Emotional Intelligence Components and the Determinants of Personality Factors

Sl.No.	Independent Variables	Regression Co-efficient Among the Respondents	Sig
1.	Belief in oneself	0.104	0.000
2.	Focus on achieving one's goals	0.482	0.000
3.	Building and leading teams	0.361	0.000
4.	Willingness to question the status quo	0.082	0.000
	Constant	8.652	
	R^2	0.737	
	F-statistics	178.536	

The significant influencing determinants of the Personality Factor of women leaders on the Emotional Intelligence Index among the respondents were belief in oneself, focus on achieving one's goals, building & leading teams and willingness to question the status quo. A unit increase in the above said four determinants results in a rise in the Emotional Intelligence Index of the respondents by 0.104, 0.482, 0.361 and 0.082 units, respectively. The regression analysis results obtained the value of 'R' being 0.824, which indicates a good level of prediction. The value of 'R^2' (coefficient of determination) suggests that the changes in determinants of Personality Factor of women leaders explain the changes in the Emotional Intelligence Index among the respondents to the extent of 73.7 per cent.

Based on standardised coefficient value, X_2 (Focus on achieving one's goals) is the most critical factor which influences Emotional Intelligence, followed by X_3 (Building and leading teams), X_1 (Belief in oneself) and X_4 (Willingness to question the status quo) among the respondents.

Correlation Between Emotional Intelligence Components and Determinants of Personality Factors Among Women Leaders

The relationship between the Emotional Intelligence components and the determinants of Personality Factor of women leaders were examined with the help of Karl Pearson correlation coefficient. The Emotional Intelligence variables are Self-awareness, Self-regulation, Self-motivation, Social awareness and Social skills. In contrast, the determinants of Personality Factors are belief in oneself, focus on achieving one's goals, building & leading teams and willingness to question the status quo. The scores on the above-said items have been included for the correlation analysis. The resulted correlation co-efficient between Emotional Intelligence variables and the determinants of Personality Factor of women leaders are presented in Table 2.

Table 2
Correlation between Emotional Intelligence Components and Determinants of Personality Factors

Sl. No.	Emotional Intelligence Components	Correlation Co-efficient			
		Determinants of Personality Factors			
		Belief in oneself	Focus on achieving one's goals	Building and leading teams	Willingness to challenge the status quo
1.	Self-awareness	0.592**	0.645**	0.421**	0.527**
2.	Self-regulation	0.429**	0.582**	0.546**	0.459**
3.	Self-motivation	0.483**	0.594**	0.578**	0.421**
4.	Social awareness	0.108*	0.141**	0.072	0.064
5.	Social skills	0.511**	0.692**	0.591**	0.583**

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.01 level (2-tailed).

The results from Table 2 illustrate that one of the determinants of Personality Factors, namely Belief in oneself, had a strong positive correlation with Emotional Intelligence components of Self-awareness, Self-regulation, Self-motivation, and Social skills. Belief in oneself did not significantly correlate with the component of Emotional Intelligence, namely Social awareness.

Regarding the Focus on achieving one's goals, a strong positive correlation was found with Emotional Intelligence components, namely, Self-awareness, Self-regulation, Self-

motivation,and Social skills. However, Focusing on achieving one's goals did not significantly correlate with the Social awareness component of Emotional Intelligence.

Another determinant of Personality Factors, namely, Building and leading teams, showed strong positive correlations with Self-awareness, Self-regulation, Self-motivation and Social skills. There was no significant correlation between Building and leading teams and the Social awareness component of Emotional Intelligence.

Similarly, the determinant of Personality Factor, namely, Willingness to question the status quo, had a strong positive correlation with Emotional Intelligence components of Self-awareness, Self-regulation, Self-motivation, and Social skills. Willingness to challenge the status quo did not show any significant correlation with Social awareness.

All the valid correlation coefficients are significant at a 1 per cent level. It reveals a positive correlation between the determinants of Personality Factor and many of the respondents' Emotional Intelligence components.

Association Between Socio-Economic Profiles and the Components of EI Among Women Leaders

The association between Socio-economic profiles of women leaders and their level of Emotional Intelligence are examined. The socio-economic profiles that influence the level of Emotional Intelligence are Education, Marital status, Age, and Experience. A parametric approach of Independent samples t-test and ANOVA are applied to assess the association between the socio-economic profiles and components of EI.

Level of Education and Emotional Intelligence:

The different level of EI of graduates and post-graduates are estimated through the following independent samples t-test table.

Table 3

Independent Samples t-test

Factors	Education	Mean	SD	t	p
Self-Emotions Appraisal	Graduation	4.46	0.578	-0.946	0.345
	Post-graduation	4.52	0.437		
Others' Emotions Appraisal	Graduation	4.43	0.474	0.089	0.929
	Post-graduation	4.43	0.511		
Use of Emotions	Graduation	4.23	0.560	-0.836	0.404
	Post-graduation	4.29	0.521		

Regulations of Emotions	Graduation	4.23	0.665	-0.479	0.633
	Post-graduation	4.27	0.580		
EI	Graduation	4.34	0.381	-0.805	0.422
	Post-graduation	4.38	0.364		

From Table 3, it is known that the mean values of post-graduates is higher than the graduates when it comes to Appraising their self-emotions, Use of emotions and Regulating their emotions. Regarding others' emotions appraisal, both post-graduates and graduates are equal. Overall, the mean value of post-graduates (4.38) is higher than the graduate women leaders. Hence, it is essential to know whether the differences in means are significant are not. For that, an independent sample t-test is used. From the results, it is found that the Self-emotions appraisal (t = -0.946, p = 0.345), Others' emotions appraisal (t = 0.089, p = 0.929), Use of Emotions (t = -0.836, p= 0.404), Regulations of Emotions (t = -0.479, p = 0.633), and overall EI (t = -0.805, p= 0.422) are statistically not significant at 5 per cent level. Therefore, it can be concluded that there is no association between Educational level and Emotional Intelligence.

Marital Status and Emotional Intelligence:

The level of EI of married and unmarried respondents are investigated through the following independent samples t-test table.

Table 4 reveals that the mean value of married women leaders is higher than the unmarried women leaders in appraising their self-emotions and other emotions. On the other hand, unmarried leaders are showing high mean in the Use of emotions and Regulating their emotions. In total, the mean value ensured that the unmarried women leaders (4.37) are better than the married women leaders (4.35) in Emotional Intelligence. Hence, it is essential to know whether the differences in mean are significant are not. For that, an independent sample t-test is used. From the results, it is found that the Self-emotions appraisal (t = 0.482, p = 0.63), Others' emotions appraisal (t = 0.473, p = 0.637), Use of Emotions (t = -0.993, p= 0.321), Regulations of Emotions (t = -0.596, p = 0.552), and the overall EI (t = -0.288, p= 0.774) are statistically not significant at 5 per cent level. Therefore, it can be concluded that there is no association between marital status and Emotional Intelligence.

Table 4

Independent Samples t-test

Factors	Marital Status	Mean	SD	t	p
Self-emotions appraisal	Married	4.49	0.548	0.482	0.630
	Unmarried	4.45	0.352		

Others' emotions appraisal	Married	4.44	0.504	0.473	0.637
	Unmarried	4.40	0.422		
Use of Emotions	Married	4.24	0.561	-0.993	0.321
	Unmarried	4.33	0.440		
Regulations of Emotions	Married	4.24	0.644	-0.596	0.552
	Unmarried	4.30	0.541		
EI	Married	4.35	0.395	-0.288	0.774
	Unmarried	4.37	0.248		

Age and Emotional Intelligence:

The respondents' age are classified into three groups such as less than 30 years, 30 to 40 years, and above 40 years. In order to examine whether respondents are showing significant differences in Emotional Intelligence based on their age, one way ANOVA is used.

Table 5

Age and Emotional Intelligence - ANOVA

Factors	Age	Mean	SD	F	Sig.
Self-emotions Appraisal	Less than 30	4.32	0.652	9.354	0.000*
	30 to 40	4.47	0.440		
	Above 40	4.66	0.421		
	Total	4.49	0.520		
Others' Emotions Appraisal	Less than 30	4.39	0.402	3.182	0.043*
	30 to 40	4.40	0.473		
	Above 40	4.50	0.578		
	Total	4.43	0.490		
Use of Emotions	Less than 30	4.22	0.526	3.140	0.045*

Factors		Mean	SD	F	Sig.
	30 to 40	4.26	0.564		
	Above 40	4.28	0.534		
	Total	4.26	0.543		
Regulations of Emotions	Less than 30	4.25	0.571	5.030	0.007*
	30 to 40	4.25	0.582		
	Above 40	4.24	0.736		
	Total	4.25	0.627		
Emotional Intelligence	Less than 30	4.30	0.350	4.718	0.010*
	30 to 40	4.35	0.336		
	Above 40	4.42	0.432		
	Total	4.36	0.373		

From Table 5 it is clear that the women leaders who are above the age of 40 (M = 4.66, SD = 0.421) can appraise their self-emotions than the age group of 30 to 40 (M = 4.47, SD = 0.44) and those who are less than age 30 (M = 4.32, SD = 0.652).

Experience and Emotional Intelligence:

The respondents' work experience was collected under three categories, such as those with less than 5 years of work experience, those with work experience of 5 to 10 years, and those with more than 10 years of experience. In order to examine whether the respondents are showing significant differences in Emotional Intelligence based on their experience, one way ANOVA is used.

Table 6

**Experience And Emotional Intelligence - ANOVA**

Factors	Experience	Mean	SD	F	Sig.
Self-emotions Appraisal	Less than 5 years	4.27	0.837	10.819	0.000*
	5 to 10 years	4.39	0.430		
	More than 10	4.63	0.431		

	Total	4.49	0.520		
Others' Emotions Appraisal	Less than 5 years	4.44	0.317	3.752	0.025*
	5 to 10 years	4.34	0.498		
	More than 10	4.51	0.512		
	Total	4.43	0.490		
Use of Emotions	Less than 5 years	4.19	0.601	.539	0.584
	5 to 10 years	4.24	0.504		
	More than 10	4.29	0.560		
	Total	4.26	0.543		
Regulations of Emotions	Less than 5 years	4.40	0.552	2.021	0.135
	5 to 10 years	4.17	0.541		
	More than 10	4.28	0.707		
	Total	4.25	0.627		
Emotional Intelligence	Less than 5 years	4.33	0.333	4.618	0.011*
	5 to 10 years	4.28	0.341		
	More than 10	4.43	0.399		
	Total	4.36	0.373		

It is clear from Table 6, that the respondents who have more than 10 years of experience have shown (M = 4.63, SD = 0.431) high level of self-emotions appraisal than the other experience groups of 5 to 10 years' experience group (M = 4.39, SD = 0.43), and those with less than 5 years of experience (M = 4.27, SD = 0.837). By referring the F statistics (F (2,271) = 10.819, p = 0.000), it is found that experience makes significant differences on the women leaders' self-emotions appraisal at 5% level.

FIGURE I

MEAN PLOT – EXPERIENCE AND SELF EMOTIONS APPRAISAL
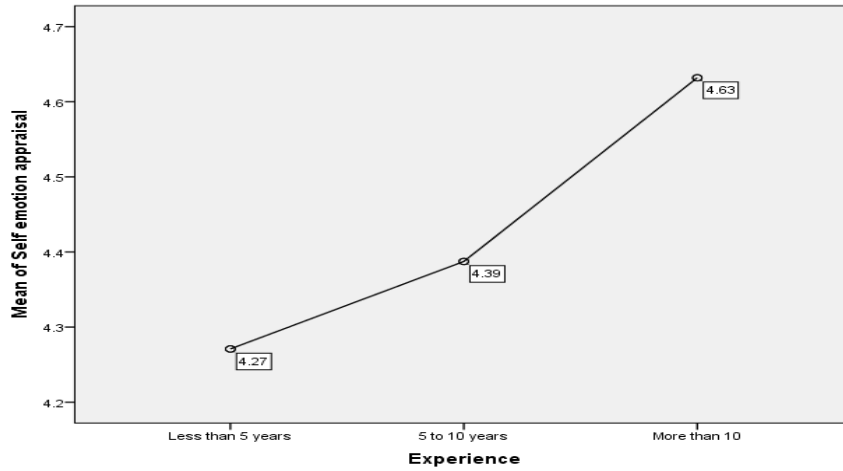
As far as other emotions appraisal is concerned, it is clear that the respondents who have more than 10 years of experience show (M = 4.51, SD = 0.512) high level of EI, followed by those with experience less than 5 years (M = 4.44, SD = 0.317), and the experience group of 5 to 10 years (M = 4.34, SD = 0.498). The ANOVA test ensures that experience makes an impact on others' emotions appraisal of the women executives significantly at 5% level (F (2,271) = 3.752, p = 0.025).

FIGURE II

MEAN PLOT – EXPERIENCE AND OTHERS' EMOTIONS APPRAISAL
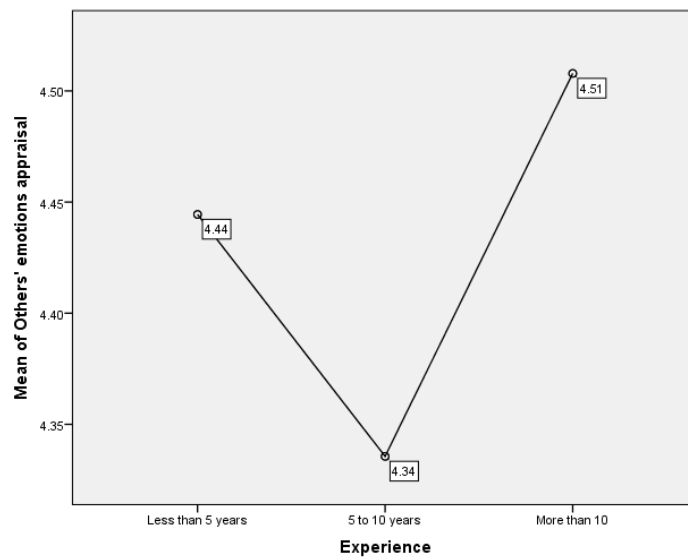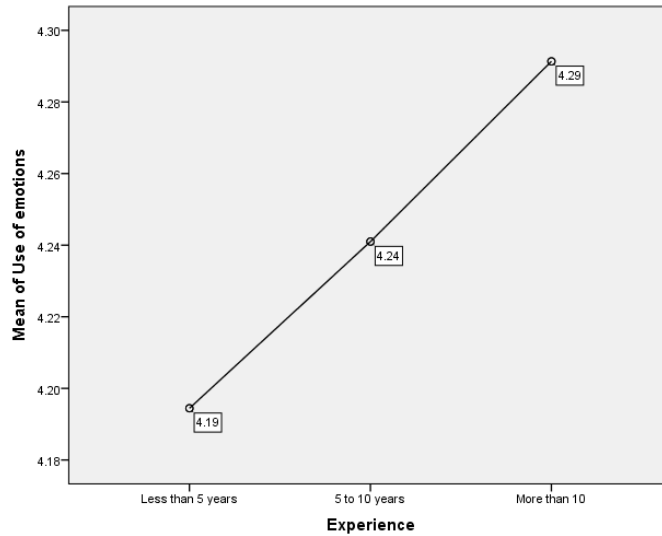
FIGURE III

MEAN PLOT – EXPERIENCE AND USE OF EMOTIONS

However, Experience does not create significant difference on the use of emotions (F (2,271) = 0.539, p = 0.584) and regulation of emotions (F (2,271) = 2.021, p = 0.135) statistically. It is concluded that experience is not associated with the use of emotions and regulation of emotions of the women leaders.

FIGURE IV

MEAN PLOT – EXPERIENCE AND REGULATIONS OF EMOTIONS
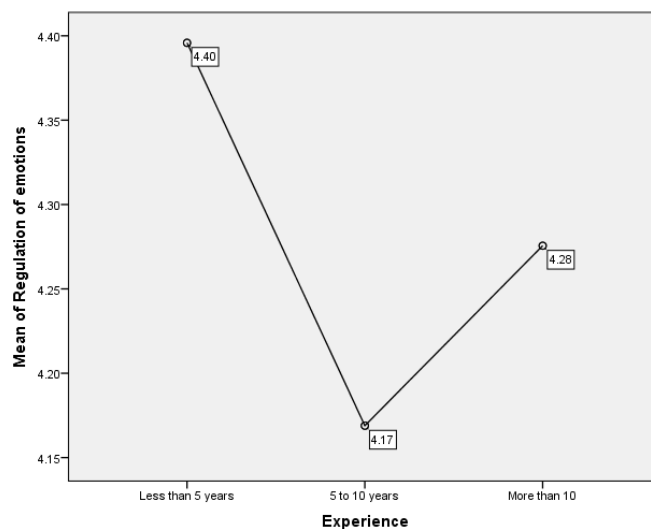
Nevertheless, the study assessed the impact of the respondents' Emotional Intelligence as a whole, and it is clear that the women leaders who are more experienced have a high level of Emotional Intelligence (M = 4.618, SD = 0.011). The F value confirms that (F (2,271) =

4.618, p = 0.011) there is significant association between the experience and the Emotional Intelligence of the women leaders in the IT sector.

FIGURE V

MEAN PLOT – EXPERIENCE AND EMOTIONAL INTELLIGENCE
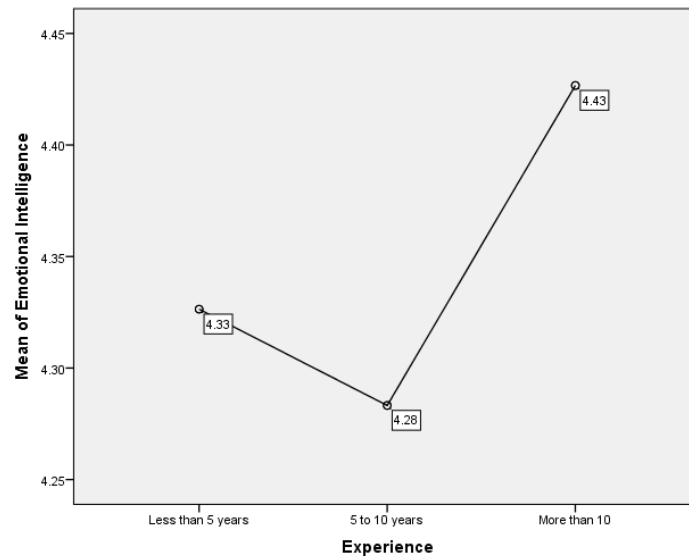
It is found that age and experience are significantly associated with the Emotional Intelligence of the women leaders in the IT sector. Several studies supported these findings that age played a significant role in one's emotional intelligence (Brackett & Salovey, 2006; Adegboyega, Idowu, & Mowaiye-Fagbemi, 2017)). Further, Goleman (1998) revealed that the ability to develop Emotional Intelligence rises with age due to more experience. The study concluded that education does not make any significant difference in the level of EI. It is supported by Seymen (2017) in his study as there was no relationship between Emotional Intelligence and the education levels of the women leaders.

8. Implications of the study and future direction

Despite barriers, women are rising into leadership roles. Though the pace is slow, women leaders are rising to the top. Studies like this will further pave way for a more gender-neutral view on leaders. Women will then be considered as equally as their counterparts in contributing as a leader. When more women rise into leadership roles, it marks clear rise in the society as a whole as women leaders bring in a whole new perspective to the business, to the organization and to the team.

9. Conclusion

It is concluded that there is high level of Emotional Intelligence among women leaders in the IT sector in Chennai. There is a significant association of age and experience with Emotional Intelligence of women leaders. It is also proved that Emotional Intelligence can be acquired through years of experience and will form the basis for one's success. Thus, it can be

concluded that, for women to be better leaders, EI plays a pivotal role. Framing corporate policies that encourage women professionals to get into leadership roles by supporting and motivating them with more opportunities is important. Also, women professionals must be provided with training opportunities on leadership to help them hone the skills and use EI to their advantage.

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