UNVEILING THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE ORGANISING SKILL OF BANK MANAGERS:

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ABSTRACT:

This study examines how emotional intelligence (EI) affects the organizing skill of managers working in the banking industry in Kerala, a state in India with a substantially higher percentage of literacy. A statistically valid and reliable sample of bank managers was obtained using a multi-stage stratified random sampling technique. Based on surveys filled out by 350 bank managers throughout the state's three most populous regions, researcher concluded that the managers' emotional intelligence impacts significantly on their ability to organize the day to day activities in the bank. The ***multiple linear regression model***, used for analysis in this study described the influence of Emotional Intelligence of the bank executives on their organizing skill. All of the Emotional intelligence constructs such as "Self-awareness", "Self-management", "Social-awareness", and "Social-skills" were found to have statistically significant coefficients, which indicated that the EI of the bank managers analyzed in this study has a substantial impact on their organizing ability . A clear knowledge of the existence of this relationship between emotional intelligence and organizing skill would be immensely helpful to improve the performance of bank managers. Results from this research will also assist the administrators in the banking Industry, in laying the groundwork for efficient hiring and selection procedures.

Key words: emotional Intelligence, self understanding, self regulation, social knowledge and skill, organizing.

1. INTRODUCTION

Humans are a highly evolved species with complex emotions and logic. While the mind enables them to judge things with mathematical precision, emotions help them to understand and empathize, making them "human" Traditionally, it has been assumed and recognized that people with strong logical abilities and reasoning are more intellectual. The tests of IQ, used to determine a person's intelligence and competence, assessed only the ability to reason and reasoning. As Woodworth (1940) suggested, the tests of IQ were considered effective for testing whether a person had 'no" anxiety or was angry or curious about things that evoked emotion. Emotions were considered disturbing and interfered with a person's ability to think clearly. Erasmus of Rotterdam, a sixteenth-century humanist, stated, "Jupiter gave far more to passion than to reason-you might estimate the ratio at 24 to one. To the solitary power of reason he opposed two furious tyrants: Anger and Lust. The ordinary life of man clearly shows how far reason can triumph over these two interacting forces (quoted from Goleman, 1995).

Organizational skills are competencies that help structure, order, and prioritize tasks in everyday life. When someone is systematic in the workplace, they can manage their time efficiently and complete tasks before the deadline. Employees with these skills have excellent physical and digital organization skills, communication skills, analytical thinking and time management skills, etc. Poor organization usually means less productivity and missed opportunities, and can lead to procrastination and stress. Organizational skills are a set of techniques that a person uses to facilitate task completion and problem solving. Organization requires the integration of multiple elements to achieve a planned goal. Dawson and Guare (2010) define organization as "the ability to design and maintain systems to keep track of information or materials" (p. 1). The broader domain of executive function plays

a large role in the development and execution of organizational capabilities. Executive function is a multi-faceted construct that describes higher order goal-directed thinking and includes planning, inhibition, flexibility, organized search, and working memory (Gyori, 2006).

2. REVIEW OF LITERATURE:

2.1 Emotional Intelligence:

The dictionary defines emotion as a state of feeling that involves thoughts, physiological changes, and an outward expression or behavior; however, theologians, psychologists, philosophers, scientists, and researchers have developed and are still introducing various theories that attempt to fathom its bottomless expanse of fascination and intrigue. While psychologists and sociologists have addressed emotions in relation to their value to the individual and society, theologians investigate emotions, or rather the regulation of emotions as a way of "self-realization."On the other hand, the genesis, evolution, and purposes of emotions are of interest to natural scientists like physiologists. Daniel Goleman's contribution to the subject of emotional intelligence (EI) is spectacular in that he made the theory approachable to a wider audience and popularized it to the point where it, at the first effort, made it to the cover page of the "Times." With his book "Emotional Intelligence: Why it can matter more than IQ" in 1995, he sensationalized the topic by making lofty statements that occasionally verged on hyperbole. He offered broad generalizations, such as the idea that the difference between star performers and average performers accounts for "nearly 90% of the difference" (Goleman, 1998). Goleman conducted research on emotional intelligence and suggested a four-link model with twenty emotional skills in response to Salovey and Mayer's findings. By incorporating some personality traits, such as "absurdly all-encompassing," he deviated from Salovey and Mayer's model of emotional intelligence (Locke, 2005).

He thinks that these emotional skills can be acquired and cultivated rather than being innate abilities. In turn, a person's emotional intelligence—which he views as a latent, natural talent—determines their ability to acquire certain emotional competences. According to Goleman (2003), emotional skills and emotional intelligence are similar to apples and applesauce. While emotional competence is a byproduct of emotional intelligence, emotional intelligence is intrinsic. His 2001 four-limb model consists of: Self-awareness includes emotional self-awareness, a fair assessment of oneself, and self-assurance. b) Self-management, which includes self-control, dependability, punctuality, adaptability, success, and initiative. c) Social awareness includes organizational awareness, social orientation, and empathy. d) Relationship management includes training others, persuasion, communication, handling conflict, and leadership. It also includes acting as a catalyst for change and fostering relationships, teamwork, and cooperation.

In his essay for the Harvard Business Review, Goleman (1998) was the first to use the concept of EI in the context of business. He emphasized the importance of emotional intelligence in leaders. 'Threshold skills' (Goleman, 1998) that were 'entrance requirements' included having a high IQ and sound technical understanding. On the other side, having strong interpersonal, social, and teamwork abilities enables one to form strong relationships with peers, superiors, and subordinates, which is essential for success. Emotional intelligence, rather than IQ, is what keeps a person in a good job and helps them achieve at work (Emmerling and Goleman, 2003; Cherniss et al. 1998; Boyatzis and Oosten, 2002). Goleman created the Emotional Competency Inventory (ECI), a multiple-rater instrument that provides self-, managerial, direct report, and peer ratings on a range of behavioral indicators of emotional intelligence, based on the competencies of emotional intelligence and the Self-Assessment Questionnaire (SAQ), a measure of managerial, executive, and leadership competencies previously developed by Richard Boyatzis (1994). The older SAQ questionnaire, which was validated against the performance of hundreds of managers, executives, and leaders in North America, made up 40% of the new instrument (Boyatzis et al., 2000). The ECI has enhanced the SAQ in an effort to create a tool that can be used in many professions and circumstances. New test items and competencies that were not covered by the SRQ were added. Item reliability and intercorrelation were examined using samples of 596 managers and salespeople, and the ECI was redesigned and rewritten in 1999. It was investigated in a study involving 358 managers from the Johnson & Johnson Consumer & Personal Care Group whether there were particular leadership traits that set high-performing managers apart from ordinary ones. The findings were significant and revealed a strong correlation between emotional competence and better performance (Cavallo & Brienza, 2004).

Bar-On's model of emotional intelligence is process- rather than outcome-oriented and concentrates on the "potential" for achievement rather than success itself (Bar-On 2002). It is predicated on the idea that emotional intelligence may be trained, programmed, and grown over time through therapy (Stys and Brown, 2004). In contrast to Golema's approach, Bar-On's model incorporates stress management techniques as well as general mood elements like optimism and happiness. It also involves impulse control, which is the capacity to restrain oneself from responding carelessly to a situation, and reality testing, which refers to the degree to which a person is aware of the disparity between the actual meaning and his or her created meaning of a particular scenario. Five components make up Bar-On's (2006) model, which is further broken down into fifteen subcomponents. Self-esteem, emotional self-awareness, assertiveness, independence, and self-actualization are examples of intrapersonal traits. b) interpersonal skills such as empathy, social responsibility, and interpersonal interactions; c) adaptability skills like reality testing, flexibility, and problem solving; d) stress management skills like stress tolerance and impulse control; and e) general mood components like optimism and joy.

Bar-On calls the construct "Emotional Social Intelligence" (ESI) rather than "emotional intelligence" or "social intelligence" (2006) because it combines both emotional and social competencies. He offers the following definition of emotional-social intelligence (ESI): "Emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills, and tools that determine how effectively we understand and express ourselves, understand and relate to others, and cope with daily demands." Positive psychology, which makes a substantial contribution to a person's pleasure and psychological well-being in life, is related to emotional intelligence in Bar-On's paradigm (Bar-On, 2010; Bar-On, 2006). According to him, those with higher emotional quotients (EQ) are better equipped to handle the demands, difficulties, and pressures of daily life. Therefore, rather than focusing on personality qualities or cognitive abilities, the Emotional Quotient Inventory (EQ-i), a self-report instrument, used to measure ESI, focuses on gauging a person's ability to cope with environmental demands and stressors (Bar-On, 2002). Emotional intelligence (EI) was first coined by Mayer and Salovey in 1990. They defined it as "the ability to observe one's own feelings and emotions as well as those of others, to discriminate between them, and to use this information to guide one's thoughts and actions." Every task is filled with information, or "affective information," and they thought that by comprehending and controlling this information, people might "solve problems and regulate behavior" (Salovey and Mayer, 1990). They developed a set of abilities they thought would aid someone in controlling their emotions. The three broad capacities they identified were "appraisal and expression of emotion, regulation of emotion, and use of emotion."

The emotional intelligence idea claims to be able to forecast and enhance people's life abilities. The theory's proponents contend that the secret to a higher quality of life is in comprehending, evaluating, and controlling one's own and other people's emotions. The first and most significant difficulty for theorists is to build an instrument or improve current assessment instruments that can effectively assess and evaluate a person's emotional capacities since operationalization of the theory is the crucial aspect that verifies its claim. This will also answer the other important question, which is whether emotional intelligence is a unique type of intelligence or just the same old thing in new packaging. The fact that there are too many definitions and methods is another problem for the theory. This has also resulted in the idea being written off as mere hype and the notion being disregarded as untrue. But as Cherniss et al. (2006) note, despite more than a century of study, there is still no agreement on what IQ is or the most accurate way to assess it. There is obviously a need to reassess rating or evaluating EI according to alternative standards.

2.2 Organizing skill:

A person can employ a variety of approaches to improve the effectiveness of problem-solving, future-focused learning, and task completion. Reaching a desired outcome needs organization and the integration of numerous components. Organization is described as "the ability to design and maintain systems for keeping track of information or materials" by Dawson and Guare (2010) (p. 1). The development and application of organizational skills heavily rely on the broader area of executive functioning. Higher order, goal-directed thinking that involves planning, inhibition, flexibility, structured search, and working memory is referred to as executive functioning (Gyori, 2006).

Utilizing time, resources, energy, and mental capacity effectively will help you accomplish goals and complete tasks faster and with less stress. One can arrange his digital and physical environments with the help of organizational abilities, and they can manage, organize, and plan all they need to do. Simply simply, having good organizing abilities helps you perform better at work. They allow people to perform at their highest level while

working. A model of organizational abilities is presented by Hosking, D.M. (1991), who then applies the concept to interviews with 8 Australian chief executive executives (CEOs).The organizational, social, cognitive, and political processes are used to explain the model. Networking, issues and assessments, issue structure, and knowledge bases are some of its key components. CEOs were questioned regarding improvements they perceived as advantageous to their departments and changes they perceived as dangers. One interview is provided in full after the analysis of their interview transcripts. The model's emphasis on relational processes as the core of organizing is supported by the results.People may have the tools and skills necessary to collaborate effectively inside knowledge processes, but they also need to be motivated to do so, which ultimately depends on the organizational culture and behaviors displayed.

On review of the previous studies in this area, no studies were found that specifically focused on analyzing the impact of Emotional Intelligence on the Organising skills of bank managers. In view of this, this study is an attempt to analyze the impact of emotional intelligence on the Organising skill of bank managers working in public sector, old private sector and new private sector banks in Kerala.

3. Data and methodology:

The data required for this study came from the bank managers in Kerala who were surveyed systematically and selected by using a multi-stage stratified random sampling process. The concentration of bank executives in Kerala is astounding. As a result, Kerala was divided into three zones in the first stage—South zone, Central zone, and North zone— and the banks were divided into categories according to whether they were part of the public, old/ new private sectors. Each district was chosen from each zone in the second stage. Trivandrum district was chosen from south zone, Ernakulum District from central zone and Malappuram district from north zone and the banks were selected from each District. To create the necessary sample size (350), managers were chosen proportionally from each category of bank in each district in the third stage.

.3.1 Demographics of the Bank managers

Table 01 provides some descriptive information on the characteristics of the sampled managers. Almost 80% of all managers are men. The majority of the managers are graduates who are from rural areas. Around 40% of the managers in the group are between the ages of 41 and 50, while there is also a sizeable presence from other age categories. The vast majority of managers are married, have nuclear families, and practise Hinduism to a degree of about 60%.

Table 01. Descriptive of the sample respondents:

d variable	***category***	***Number of respondents***	***percentage***
gender	male	278	79.4
	female	72	20.6
area	urban	119	34
	Semi-urban	74	21.1
	Rural	157	44.9
Educational Qualification	Graduate	213	60.9
	PG	137	39.1
	21-30	39	11.1

Age(years)	31-40	110	31.4
	41-50	139	39.7
	51-60	62	17.7
Marital Status	Married	310	88.6
	Unmarried	36	10.3
	Widow/widower	4	1.1
Religion	Hindu	212	60.6
	Muslim	50	14.3
	Christian	88	25.1
Family Type	Nuclear	580	80.0
	Joint	70	20.0
family members(number)	3	51	14.6
	4	168	48.0
	5	62	17.7
	6	35	10.0
	7	29	8.3
	8	5	1.4

4. Results and discussion:

The effect of emotional intelligence (EI) on bank managers' capacity for organizing:

Four key domains make up the overall emotional intelligence: self-awareness (SEA), self-management (SEM), social awareness (SOA), and social skills (SOS). A multiple linear regression model was used to examine how EI affected the managers' organizing abilities. Tables 02, 03, and 04 below exhibit the regression analysis' findings.

Table 02 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599[a]	.358	.351	4.68625

a. Predictors: (Constant), Self Awareness, Self Management, Social Awareness, Social Skills

Source: Survey Data

Table 03 ANOVA[b]

model	sum of squares	df	mean Square	F	Sig.
Regression	4229.840	4	1057.460	48.152	.000[b]
Residual	7576.517	345	21.961		
Total	11806.357	349			

a. Predictors: (Constant), Self Awareness, Self-Management, Social Awareness, Social Skills
b. Dependent Variable: Organising

Source: Survey Data

Table 04 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.866	3.692		4.568	***.000****
	Self-Awareness	.170	.074	.128	2.305	***.022****
	Self-Management	.198	.077	.153	2.579	***.010****
	Social Awareness	.298	.129	.156	2.310	***.021****
	Social Skills	.300	.076	.267	3.945	***.000****

a. Dependent Variable: Organising

Source: Survey Data;*Significant at 5 per cent level of significance

The tables 02, 03, and 04 demonstrate that the regression is acceptable. It explains 35.8 percent of the variation in the bank executives' organizing skill. We can infer that the regression offers a plausible explanation because the F value ***(48.125)*** is statistically significant at 5% level. For "self awareness," "self management," "social awareness," and "social skills," all relevant t-Values and coefficients are significant (observed P value is less than 0.05 in all cases). Thus, it can be concluded that all facets of emotional intelligence have a significant impact on the organizing skill of the bank executives chosen for the study

5. Conclusions, Limitations and future research directions:

This research looks at how managers in the public banking sector, old generation private banking sector, and new generation private banking sector in Kerala, a state with a much higher literacy rate in India, use emotional intelligence to organize routine activities in the banks. The study relied on replies from three hundred and fifty bank managers throughout the state's three most populous regions. The MANOVA test applied in this study revealed significant variations in the Emotional intelligence level of bank managers working in different sectors in Kerala. Additionally, the One-way ANOVA results demonstrated significant variations in the organizing skills of bank managers across the various sectors. Hence to further explore whether the differences in organising skills could be attributed to variations in Emotional Intelligence, the researcher employed the ***multiple linear regression model.*** The findings indicated that the regression is satisfactory, accounting for 335.8 per cent of the variance in bank managers' organizing skill. All the EI variable and associated t values were significant. All the four key domains of emotional intelligence showed significant impact on the bank manages' organizing skill. The results of the study seemed to be highly relevant since it helps bank managers to see the ways in which emotional intelligence influences their organizing ability and make necessary modifications. The research will also aid those in the banking administration in laying the groundwork for efficient hiring and selection procedures.

However, there are some things that cannot be included in this investigation. To make any clear conclusions about the association between emotional intelligence and bank managers' ability to delegate tasks and authority, the sample size of this studies—350 individuals from a little state like Kerala—is too small. There are likely many other factors that influence managers' capacity to delegate tasks and duties among the subordinates. Multiple linear regression models provide support for the study's findings. If we want to draw stronger inferences and verify these results, we need to apply more statistical models and collect data from bigger samples across different Indian states on more relevant factors.

Based on the conclusions and limitations of the study, here are some future research directions. a) Expanding the sample size and conducting similar studies in other Indian states or regions can provide a broader

understanding of the impact of emotional intelligence on bank managers' organizing capacity. This could help confirm the generalizability of the findings. b) Longitudinal studies can explore how emotional intelligence evolves over time and its impact on organizing skills. Long-term studies can reveal trends, changes, and provide a more comprehensive view of this relationship. c) Complement quantitative data with qualitative research methods, such as interviews or focus groups, to gain deeper insights into the mechanisms and specific emotional intelligence competencies that are most influential in organizing activities. d) Develop and implement interventions to enhance emotional intelligence among bank managers and assess how these interventions impact their organizing capacity and overall job performance. This can provide practical recommendations for training and development programs. e) Extend the research beyond the banking sector and explore the impact of emotional intelligence on organizing skills in various industries. This could help in understanding sector-specific nuances. f) Consider conducting comparative studies with international banks to investigate how cultural differences might influence the relationship between emotional intelligence and organizing skills g) Consider conducting comparative studies with international banks to investigate how cultural differences might influence the relationship between emotional intelligence and organizing skills. h) Collaborate with banking institutions to implement findings from your research into their hiring, training, and leadership development programs, and assess the real-world impact of such applications

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