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EMOTIONAL INTELLIGENCE OF WOMEN EMPLOYEES: REVEALING THE NEW DIMENSIONS

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Abstract

Emotional intelligence (EI) is an important factor that can measure individuals' performance in their professional lives beyond their daily lives, increase or decrease their success, contribute to the measurement of managerial qualities, and improve organizational communication and interaction. Review of relevant literature revealed that the topic of EI is controversial. The review also made it evident that lack of identifying the dimensions of EI and women specific studies in India, jointly conceive the research gap. Thus, this study tried to identify the new dimensions of EI and proposed them for practical adoption. With the sample of 182 female bank employees from Uttarakhand state, Exploratory Factor Analysis ultimately discovered two dimensions of EI, namely, Felt intelligence and Displayed intelligence. Cronbach's alpha values reported the high reliabilities for the dimensions and EI instrument as a whole. At the end, conclusion, limitations and future research agenda have also been discussed.

Keywords: Banking sector, Dimensions, Emotional intelligence, Exploratory factor analysis, Women employees.

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Introduction

Intelligence about emotions plays a major role in ensuring the happiness of the employees. When an employee stumbles in workplace emotionally, it signifies that intelligence is lagging. An aspect of emotional intelligence (EI) called social intelligence was first described by Thorndike in the 1920s as one of many different types of intelligence individuals possess (Cherniss and Goleman, 2001), yet Wechsler's intelligence quotient (IQ) test, developed in the 1950s, had a greater societal influence. Thus, the next half-century was dominated by IQ testing and the view of emotions as the antithesis of rationality (Fabian, 1999). Not until the 1980s was the idea of multiple intelligences revived. Initially described by Gardner (1983), these multiple intelligences included linguistic, logical-mathematical, bodily-kinesthetic, spatial, musical, inter- personal, and intrapersonal. Gardner described these intelligences as just as important as the type of intelligence measured by IQ tests (Cherniss, 2000). After Gardner (1983), terms closer to the current usage of EI were developed. EI is a topic of importance since 1990s. It is considered as a concept for handling organizational issues in several contexts.

Goleman (1995) defined EI as having five parts: knowing emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships (p. 43). Elsewhere in the book, the definition includes self-awareness, impulse control, delay of gratification, handling stress and anxiety, and empathy (Goleman, 1995, p. 259). In Goleman and Cherniss's (1998) subsequent book, the five dimensions are further broken down into 25 different emotional competencies. Some researchers argue that Goleman's all-inclusive definition describes personality rather than intelligence, is not scientific, and adds nothing new to the literature (Mayer et al., 2000). BarOn (1997) mentioned that EI reflects one's ability to deal with daily environment challenges and helps predict one's success in life, including professional and personal pursuits. Mayer and Salovey (1997) defined EI as, "the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth." So, EI is the term, which is used in the literature of Organizational Behaviour (OB) to express such mental and cognitive aspects of intelligence on the part of employees.

This research paper is organized into eight sections. The first section illuminates the introductory part. Review of literature is presented in the second section and underlines the research gap. Significance of the study constitutes section three. Fourth and fifth sections state the objectives and methodology of the paper respectively. Next section reports the results and findings. Seventh section concludes the study. Finally, limitations and future research agenda have been discussed in the last (eighth) section.

Review of Literature

Review of antecedent work is being presented under this section. EI has been defined as the ability to adaptively recognize, understand, manage, and harness emotions both in self and others (Mayer and Salovey 1995; Schutte *et al*., 1998) and to use emotion to facilitate cognitive processing. EI has been conceptualized in the literature both as a relatively enduring trait and as ability (Petrides and Furnham, 2006). Afolabi (2004) argued that EI is not a single trait or ability rather; it is a composite of distinct emotion reasoning abilities. An individual's emotional intelligence is an indicator of how an individual perceives, understands and regulates emotions.

The construct of EI incorporates in itself a number of abilities, including the ability to be aware of one's own and of other people's emotions, to be able to manage those emotions, and to understand the complex relationships that can occur between emotions and likely emotional transitions (Caner and Salovey, 1997). On the whole, the ability called EI is not fixed for life and can be improved with suitable training (Goleman, 1995; Caner and Salovey, 1997; Salovey and Caner, 1990). This can mean that the ability called EI is not an innate but acquired ability on the part of an individual who earned it through rigorous experiences and practices with a number of interpersonal situations.

In both research and practice, EI is a highly contested construct (Dasborough and Ashkanasy, 2002; Fambrough and Hart, 2008; Zeidner, Matthews and Roberts, 2004). Thus, EI skills training development interventions are not yet well understood, hence the need for evidence-based approach to issues pertaining to EI. EI exists not only among the EI researchers themselves but among their critics who have different views of EI. For example, there is no agreement among the researchers as to whether EI should be considered as an individual ability or a non-cognitive

skill, nor yet whether it should be treated as a capability or a competency that influences an individual's competence to cope with life's demands and pressures (Akerjordet and Severinsson, 2007; Dulewicz and Higgs, 2000). Questions continue to arise as to the concept of EI, as well as its definition. Opponents of EI argue that the concept of EI is invalid because it is not a form of intelligence and because its definition is not only broad but it keeps changing. They also justifiably question whether EI is simply a theory about personality or a combination of both intelligence and personality.

A review of relevant literature reveals that the topic of EI is controversial. Moreover, because the interest in the construct of EI has and continues to grow rapidly, researchers are constantly amending their own definitions. It is also observed that a few studies in India (Prasad, Dubey and Mahato, 2015; Puthanikar and Shivakumara, 2016) talk about EI and its constructs. Women employees' oriented studies are almost absent in this regard. Therefore, review makes it evident that lack of identifying the dimensions of EI and women specific studies in India, jointly conceive the research gap.

Rationale of the Study

In the absence of empirical evidence regarding EI and its dimensions, the questions being raised about the construct of EI by Human Resource Development (HRD) scholars and practitioners remain unresolved, hence the need for this study. EI is emerging as an important construct in predicting a range of positive outcomes such as improved performance, good work climate, increased productivity, and career and life success. A growing body of research on EI suggested that it was possible to help employees to become more emotionally intelligent at work (Cherniss, Goleman and Emmerling, 1998). Thus, EI required to be explored particularly in Indian context.

Objectives of the Study

This section outlines the objectives set for the study. The objectives are:

- to test the validity and reliability of the instrument for measuring EI, and
- to identify the new dimensions of EI.

Research Methodology

The details of methodology adopted for the study are presented in this section. The universe of the study comprised of women employees, who are working in bank branches of Garhwal region in Uttarakhand state. Accordingly, 182 respondents selected conveniently from Haridwar district to constitute the required sample. The measuring instrument of EI surveyed among these female employees on self-administration basis. The instrument consisted of 10 statements, which were to be rated on five point Likert scale, ranging from one as strongly disagree to five as strongly agree. There was a neutral middle point also at the position of point three, which provided balance to the instrument as equality of negative and positive responses on the left and right sides respectively. Coding of the 10 statements of the instrument is mentioned in Table 1. Some demographic variables, such as, age, marital status, type of family, number of dependents and job experience, were also included in the instrument.

Table 1: Coding of the statements (variables)

Code	Statement (Variable)
Q-1	I can let anger 'go' quickly so that it no longer affects me.
Q-2	I am always able to see things from the other person's point of view.
Q-3	Others can rarely tell what kind of mood I am in.
Q-4	I can consciously alter my frame of mind or mood in public.
Q-5	I believe you should do the difficult things first.
Q-6	Other individuals are not 'difficult' just 'different'.
Q-7	I try to influence other people to get my way.
Q-8	I am good at reconciling differences with other people.
Q-9	Awareness of my emotions is very important to me at all the times.
Q-10	Motivation has been the key to my success.

In addition, a gist of research methodology is being described here.

1. Testing of validity:

The validity of the instrument was confirmed under two categories, viz., internal and external. Internal validity ensured that all statements belong to the concerned dimensions. While, external

validity was tested in the form of content and construct validities. Content validity was determined by experts' opinion. To assess the construct validity, Exploratory Factor Analysis (EFA) was conducted with the help of Statistical Package of Social Sciences (SPSS).

EFA (synonymously Principal Component Analysis) is a technique for identifying groups or clusters of variables. It has its specialty to construct a questionnaire to measure an underlying variable. EFA decomposes the original data into a set of linear variates. It ascertains the contribution of a particular item (statement) to the component (factor). Additionally, EFA is a psychometrically sound procedure, it is conceptually less complex and it has various similarities to discriminant analysis (Field, 2009, p. 638). Therefore, it is rational to operate EFA for this study. Orthogonal rotation (varimax) has been applied to data, as it assumes all the factors are independent and unrelated. It attempts to maximize the dispersion of loadings within factors (Field, 2009, p. 644).

2. Testing of reliability:

The most widely used and trusted technique of Cronbach's alpha coefficient was applied to check the reliability status of the main scale (instrument) and sub-scales (factors) as well.

3. Description of sample:

A summary of sample characterization has been depicted in Table 2.

Table 2: Sample description

Demographic Variable	**Fractions**	**Frequency**	**Percent**
Age	Up to 30 years	84	46.1
	31-40 years	58	31.9
	41-50 years	23	12.7
	51 years and above	17	9.3
	Total	182	100.0
Marital Status	Unmarried	73	40.1
	Married	97	53.3
	Widow or Divorcee	12	6.6

	Total	182	100.0
Type of Family	Nuclear	118	64.8
	Joint	64	35.2
	Total	182	100.0
No. of Dependents	None	32	17.6
	1-3	87	47.8
	4-6	49	26.9
	7 and above	14	7.7
	Total	182	100.0
Job Experience	Up to 5 years	106	58.2
	6-10 years	43	23.7
	11-20 years	22	12.1
	21-30 years	11	6.0
	Total	182	100.0

*Source: Author's own findings

Results and Findings

This section reports the results of EFA and reliability analyses. It is further divided into three sub-sections for both analyses and presents the newly revealed dimensions of EI.

1. Exploratory Factor Analysis

To extract the valid factors from the instrument, EFA takes the base of various tests, matrices, graphs, etc., which are displayed as hereunder.

- *Correlation:* The correlations among 10 statements or variables have been expressed in Table 3, i.e., Correlation matrix.

Table 3: Correlation matrix [a]

		Q-1	Q-2	Q-3	Q-4	Q-5	Q-6	Q-7	Q-8	Q-9	Q-10
Correlation	Q-1	1.000	.393	.259	.394	.408	.319	.338	.298	.386	.405

	Q-2	.393	1.000	.420	.374	.343	.470	.454	.434	.472	.457
	Q-3	.259	.420	1.000	.357	.454	.367	.428	.356	.403	.391
	Q-4	.394	.374	.357	1.000	.370	.348	.417	.456	.427	.456
	Q-5	.408	.343	.454	.370	1.000	.401	.448	.442	.391	.371
	Q-6	.319	.470	.367	.348	.401	1.000	.400	.369	.463	.355
	Q-7	.338	.454	.428	.417	.448	.400	1.000	.416	.423	.376
	Q-8	.298	.434	.356	.456	.442	.369	.416	1.000	.438	-.369
	Q-9	.386	.472	.403	.427	.391	.463	.423	.438	1.000	-.322
	Q-10	.405	.457	.391	.456	.371	.355	.376	-.369	-.322	1.000
Sig. (1-tailed)	Q-1		.000	.015	.004	.000	.002	.000	.001	.000	.012
	Q-2	.000		.007	.000	.000	.000	.000	.001	.000	.000
	Q-3	.015	.007		.017	.019	.012	.001	.018	.003	.005
	Q-4	.004	.000	.017		.011	.003	.002	.000	.004	.018
	Q-5	.000	.000	.019	.011		.008	.000	.002	.000	.000

	Q-6	.002	.000	.012	.003	.008		.004	.017	.014	.000
	Q-7	.000	.000	.001	.002	.000	.004		.006	.001	.015
	Q-8	.001	.001	.018	.000	.002	.017	.006		.013	.006
	Q-9	.000	.000	.003	.004	.000	.014	.001	.013		.012
	Q-10	.012	.000	.005	.018	.000	.000	.015	.006	.012	

a. Determinant = .164

*Source: SPSS Output

It is observed from upper part of Table 3 that no value of correlation is nor too small (less than .2) neither too large (more than .9). Lower part of the table exhibits, all the values are significant ($p<.05$). Furthermore, the value of determinant (.164), placed at the footnote of the table, is greater than the necessary value of .00001 (Field, 2009, p. 648). In short, all statements in the instrument correlate reasonably well with all others and none of the correlation coefficients are excessively large. Therefore, multi-collinearity is not a problem for these data and the instrument does not require any elimination at this stage (Field, 2009, p. 658).

- *KMO and Bartlett's Test:* The results of the tests of sampling adequacy and sphericity are shown in Table 4.

Table 4: KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.828
Bartlett's Test of Sphericity	Approx. Chi-Square	319.604
	df	45
	Sig.	.000

*Source: SPSS Output

In Table 4, KMO value is .828, which may be regarded as 'great' (Field, 2009, p. 659) and makes it evident that sample size is adequate for EFA. While, Bartlett's test value (.000) is highly significant (p<.001), which confirms the presence of some sort of relationship between variables and therefore EFA is appropriate (Field, 2009, p. 660).

- *Anti-Image Matrix:* Table 5 displays the KMO values for each individual statement (variable) on the diagonal of this matrix in bold font.

Table 5: Anti-image matrix

		Q-1	Q-2	Q-3	Q-4	Q-5	Q-6	Q-7	Q-8	Q-9	Q-10
Anti-image Correlation	Q-1	**.791**[a]	.010	.017	.004	-.012	-.008	-.018	-.015	-.017	-.007
	Q-2	.010	**.905**[a]	.018	-.023	-.018	-.013	-.014	-.022	-.016	-.009
	Q-3	.017	.018	**.760**[a]	.006	-.007	-.031	-.038	-.026	-.014	-.024
	Q-4	.004	-.023	.006	**.772**[a]	.023	-.028	-.013	-.012	-.005	-.014
	Q-5	-.012	-.018	-.007	.023	**.895**[a]	.026	-.008	-.008	-.003	-.021
	Q-6	-.008	-.013	-.031	-.028	.026	**.784**[a]	.015	-.004	-.009	-.028
	Q-7	-.018	-.014	-.038	-.013	-.008	.015	**.857**[a]	.018	-.015	.019
	Q-8	-.015	-.022	-.026	-.012	-.008	-.004	.018	**.695**[a]	.013	.025
	Q-9	-.017	-.016	-.014	-.005	-.003	-.009	-.015	.013	**.863**[a]	.021
	Q-10	-.007	-.009	-.024	-.014	-.021	-.028	.019	.025	.021	**.844**[a]

a. Measures of Sampling Adequacy(MSA)

*Source: SPSS Output

As per the Kaiser's rule, the values should be above the bare minimum of .5 for all variables. In Table 5, for these data all values are well above .5. Besides this, the off diagonal elements are small, which fulfill another demand of a good model (Field, 2009, p. 659).

- *Communalities:* Values of communalities, as posed in Table 6 for all the variables after extraction, are greater than the required minimum value of .3. Hence, communalities also support these data.

Table 6: Communalities

	Initial	Extraction
Q-1	1.000	.676
Q-2	1.000	.602
Q-3	1.000	.611
Q-4	1.000	.700
Q-5	1.000	.552
Q-6	1.000	.575
Q-7	1.000	.583
Q-8	1.000	.640
Q-9	1.000	.556
Q-10	1.000	.550

Extraction Method: Principal Component Analysis.

*Source: SPSS Output

- *Total Variance Explained:* Table 7 presents the total variance explained under three categories, viz., initial eigenvalues (before extraction of factors), extraction sums of squared loadings (after extraction, but before rotation applied) and rotation sums of squared loadings (after rotation).

Table 7: 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	3.830	38.297	38.297	3.830	38.297	38.297	3.128	31.278	31.278
2	2.215	22.151	60.448	2.215	22.151	60.448	2.917	29.170	60.448
3	.991	9.899	70.347						
4	.743	7.428	77.775						
5	.537	5.373	83.148						
6	.489	4.903	88.051						
7	.398	3.975	92.026						
8	.323	3.231	95.257						
9	.267	2.669	97.926						
10	.207	2.074	100.000						

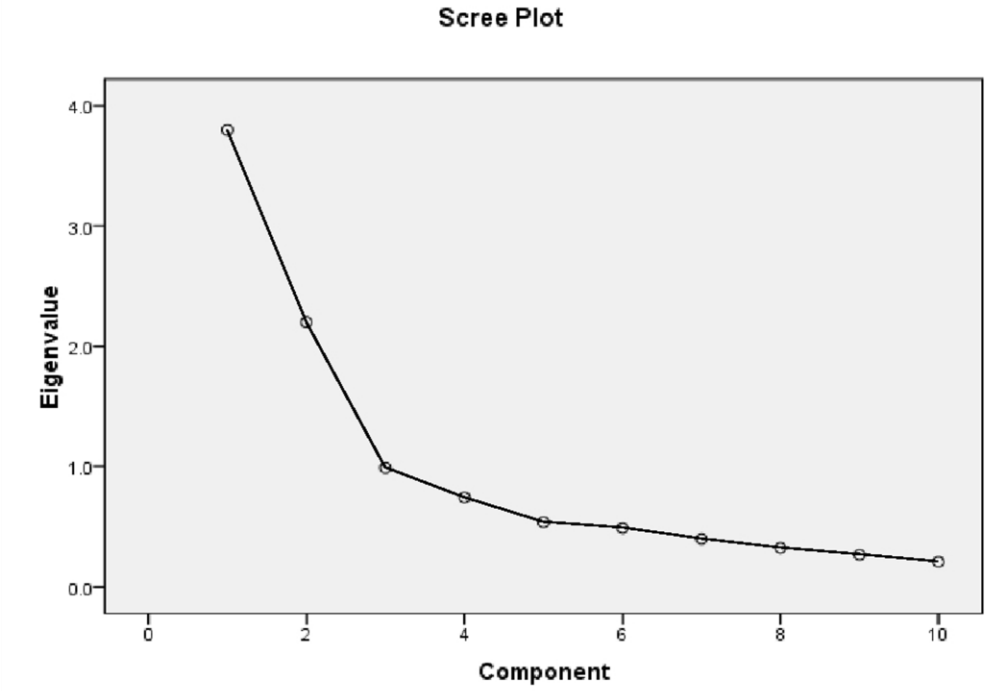
Extraction Method: Principal Component Analysis.

*Source: SPSS Output

First part of Table 7, Initial Eigenvalues, shows eigenvalues for all 10 items (statements) along with their respective percentage of variance. Following the Kaiser's rule, two factors are retained here, having eigenvalues of more than 1 (Field, 2009, p. 640). The second part of Table 7 poses the two extracted factors with their respective values for percentage of variance. Third and last part of this table depicts the effect of varimax rotation on the extracted factors. Before rotation first factor accounted for considerably more variance than the remaining one (38.297 percent compared to 22.151 percent), but after rotation it accounts for 31.278 percent of variance as compared to 29.170 percent. So, it can be stated that rotation has the effect of optimizing the factor structure and one consequence is that the relative importance of the two factors is equalized. These two factors (components) explain 60.448 percent of variance in total.

- *Scree Plot:* Figure 1 poses a graphical method of extracting the factors.

Figure 1:



In Figure 1, there is clear point of inflexion on third component. After that, the slope of line is changed. The rule says, we should retain (extract) only factors, which lie on the left of the point of inflexion. Thus, two factors can be extracted here. Since, the eigenvalues, as per the Kaiser's criterion, also support the extraction of two factors; the same two are extracted (Field, 2009, p. 640).

- *Reproduced Correlations:* Table 8 shows the reproduced correlation matrix.

Table 8: Reproduced correlations

		Q-1	Q-2	Q-3	Q-4	Q-5	Q-6	Q-7	Q-8	Q-9	Q-10
Reproduced Correlation	Q-1	.676[a]	.401	.272	.417	.423	.336	.374	.319	.458	.414
	Q-2	.401	.602[a]	.445	.378	.406	.483	.478	.439	.489	.493
	Q-3	.272	.445	.611[a]	.368	.473	.379	.452	.417	.410	.406
	Q-4	.417	.378	.368	.700[a]	.397	.352	.432	.459	.478	.474
	Q-5	.423	.406	.473	.397	.552[a]	.434	.456	.470	.418	.397
	Q-6	.336	.483	.379	.352	.434	.575[a]	.459	.383	.469	.372
	Q-7	.374	.478	.452	.432	.456	.459	.583[a]	.418	.437	.443

	Q-8	.319	.439	.417	.459	.470	.383	.418	.640[a]	.453	-.434
	Q-9	.458	.489	.410	.478	.418	.469	.437	.453	.556[a]	-.354
	Q-10	.414	.493	.406	.474	.397	.372	.443	-.434	-.354	.550[a]
Residual [b]	Q-1		-.008	-.013	-.023	-.015	-.017	-.036	-.021	-.072	-.009
	Q-2	-.008		-.025	-.004	-.063	-.013	-.024	-.005	-.017	-.036
	Q-3	-.013	-.025		-.011	-.019	-.012	-.024	-.061	-.007	-.015
	Q-4	-.023	-.004	-.011		-.027	-.004	-.015	-.003	-.051	-.018
	Q-5	-.015	-.063	-.019	-.027		-.033	-.008	-.028	-.027	-.026
	Q-6	-.017	-.013	-.012	-.004	-.033		-.059	-.014	-.006	-.017
	Q-7	-.036	-.024	-.024	-.015	-.008	-.059		-.002	-.014	-.067
	Q-8	-.021	-.005	-.061	-.003	-.028	-.014	-.002		-.015	.065
	Q-9	-.072	-.017	-.007	-.051	-.027	-.006	-.014	-.015		.032
	Q-10	-.009	-.036	-.015	-.018	-.026	-.017	-.067	.065	.032	

Extraction Method: Principal Component Analysis.

a. Reproduced communalities

b. Residuals are computed between observed and reproduced correlations. There are 7 (15.56%) nonredundant residuals with absolute values greater than 0.05.

*Source: SPSS Output

The upper half of Table 8, i.e., Reproduced Correlation, contains the correlation coefficients among all the statements based on the factor model. The diagonal of this matrix depicts the communalities after extraction for each variable. However, the lower half of the table displays the differences between the observed correlations and correlations based on the model, i.e., the residuals. As per the footnote summary, there are seven residuals (15.56 percent), which are greater than .05. This percentage should be less than 50 percent and the smaller, it is the better (Field, 2009, p. 664). So, the integrity of model is established.

- *Rotated Component Matrix:* Table 9 denotes the factor loadings of the two extracted factors after the application of varimax rotation.

Table 9: Rotated component matrix [a]

	Component	
	1	2
Q-5	.834	
Q-2	.810	
Q-9	.779	
Q-1	.747	
Q-10	.741	
Q-4		.847
Q-7		.821
Q-6	.732	
Q-8		.794
Q-3		.757

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

*Source: SPSS Output

Factor loadings over .40 have been taken for the analysis as shown in Table 9. The items that cluster on the same components suggest that Component 1 represents Felt Intelligence (including items Q-5, 2, 9, 1, 10 and 6) and Component 2 stands for Displayed Intelligence (with items Q-4, 7, 8 and 3).

2. Reliability Analysis

The two extracted factors, viz., felt intelligence and displayed intelligence, are being assumed as sub-scales of the EI instrument. Cronbach's alpha values have been calculated for each sub-scale and finally for the entire EI scale as a whole.

- *Felt Intelligence (FI):* It includes total six statements (variables) and Cronbach's alpha value is .834 for this dimension. In social sciences, for Cronbach's alpha a minimum value of .7 is considered suitable, and the higher values demonstrate good reliability of the scale (Field, 2009, p. 675). So, the dimension of felt intelligence has the high reliability.
- *Displayed Intelligence (DI):* It consists of remaining four statements (variables) and the corresponding alpha value is .812, which again indicates good reliability of sub-scale.
- *Scale (overall):* Cronbach's alpha value for all 10 statements in the EI scale is observed as .857, which means that overall reliability of the entire instrument, taken as a whole, is quite good.

3. New Dimensions of EI

On the basis of analyses carried out two dimensions of EI, namely, felt intelligence and displayed intelligence have been identified. As per the EFA, the dimensions are defined as:

- Management of emotions, feelings about other people, empathetic nature, self-motivation and emotional awareness are collectively termed as felt intelligence.
- The emotional aspects of an individual which can be seen and observed by other persons and accordingly their adaptation by him or her are represented as displayed intelligence.
- The combination of felt and displayed intelligence, jointly presents the status of an employee on EI scale. Thus, the term 'EI' refers to the understanding, awareness, management, adaptation and regulation of emotions, on the part of an employee.

Conclusion

Concisely, both analyses, viz., EFA for validity and Cronbach's alpha for reliability revealed, two underlying scales in the instrument tested. EFA was conducted on 10 items (statements) with orthogonal rotation (varimax). KMO test confirmed the sampling adequacy (KMO=.828) with a value being 'great', according to Field (2009). Further, Bartlett's test of sphericity with χ^2 value of 319.604, $p<.001$, having degrees of freedom as 45, denoted that correlations between items were sufficiently large for EFA. Two components (factors) had eigenvalues over 1 (as per the

Kaiser's rule) and in combination explained 60.448 percent of the variance. Scree Plot absolutely verified the extraction of two components (factors). It is also evident that two dimensions, felt intelligence in 60 percent and displayed intelligence in 40 percent, proportionately contribute to the assessment of EI.

In addition, these two dimensions (sub-scales), viz., felt intelligence and displayed intelligence, keep the high reliabilities with the values of Cronbach's alpha as .834 and .812 respectively. Moreover, the overall reliability (.857) of the entire instrument is also high.

Table 10: Summary of EFA results for EI instrument

	Rotated Factor Loadings	
Item	**Felt Intelligence**	**Displayed Intelligence**
Q-5	.834	
Q-2	.810	
Q-9	.779	
Q-1	.747	
Q-10	.741	
Q-4		.847
Q-7		.821
Q-6	.732	
Q-8		.794
Q-3		.757
Eigenvalues	**3.830**	**2.215**
% of Variance (Before rotation)	**38.297**	**22.151**
% of Variance (After rotation)	**31.278**	**29.170**
Alpha	**.834**	**.812**

*Source: Author's own findings

Table 10, in a nutshell, shows the rotated factor loadings, eigenvalues, percentage of variance (before and after rotation) and Cronbach's alpha values for the two extracted factors. Therefore,

it is concluded that this instrument comprising 10 statements, does not require any addition or removal of items. Finally, the new dimensions of EI and its corresponding measuring instrument are proposed for practical adoption.

Limitations and Future Research Directions

Limitations, being the essential part of the studies in social sciences, also required to be stated. First, debates rage on and questions continue to arise as to the meaning of the concept of EI, as well as its definition. As noted by van Rooy and Viswesvaran (2004), the difficulty in providing an operational definition of EI that is accepted by all has been largely due to the differing names given to EI. Second, the respondents from different sectors of employment may also constitute the studies in future. However, the dimensions of EI proposed here have their prospect for adoption in other fields also. The assessment of EI will definitely help HRD practitioners in discovering the training needs for the human resources of the concerned organizations, so that their employees may become emotionally intelligent.

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