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**A STUDY OF RESPONSES OF HIGH AND LOW JOB-SATISFACTION OF BANK EMPLOYEES  
BELONGING TO HIGH EMOTIONAL INTELLIGENCE & JOB SATISFACTION IN THE  
CONTEXT OF STRESS MANAGEMENT**

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Emotional intelligence is the capacity of an individual to ensure good relationships with others and with ourselves and bring out positive outcomes. Positive out-comes include joy, optimism and success in work, school and life. Increasing level of emotional intelligence (EQ) has been correlated with better results in leadership, academic performance, marriage, friendship, health and professional career. Emotional intelligence is defined as the skills to know how you weigh your thoughts, feelings and actions and facilitate the interaction with the society. In addition, it refers to a psychological construct that directs and transforms ones energy and skills to make a better sense of life. Feelings are a complex aspect of every person. There are eight 'core' feeling namely fear, joy, acceptance, anger, sorrow disgust, surprise and expectation. This fundamental of emotional intelligence help us sort out all of those feelings, name them and begin to understand their causes and effects. It also helps us understand how emotions function in our brain and bodies and the interaction of thoughts, feelings and actions. Emotional intelligence can therefore be regarded as a psychological state of mind, which is related to one's needs, desires and their satisfaction, fulfilled or unfulfilled ambitions and plays a determinant role in deriving satisfaction from the job or work a person does. Thus, envisaging the importance and significance of emotional intelligence and the potential possibility for research, the researcher became inquisitive to investigate the area of emotional intelligence in the context of some psychological variables like job satisfaction and under look the study.

A New York writer named Daniel Goleman, had been writing articles for the magazine 'Popular Psychology' and then later on New York Times Newspaper. Around 1994 and early 1995 he was planning to write a book about "Emotional Literacy". For that book he was visiting school to see what programme they had for developing emotions. He was also doing a lot of reading about emotions in general. In his reading he came upon the work of Mayer and Salovey. At some point it seems, Goleman and his publisher decided to change the title of his upcoming book to "Emotional Intelligence". So in 1995 the book "Emotional Intelligence" was published. The book made it to the cover of time magazine. The book becomes an international best seller. In this book he collected a lot of interesting information on the brain, emotions, and behaviour. Goleman offered very few of his own ideas, though he did share a few of his personal prejudice and beliefs. Mostly what he did was collect the work of many others, organize it and dramatize it.

The job is not a unitary phenomenon; it has large number of aspects or constituents. A person may have positive or negative attitudes towards each one of them, which ultimately reflects his level of satisfaction or dissatisfaction with the job. From measurement point of view it is not possible to include all the aspects of attitudes. Hence one has to select a few most important aspects of these and has to define-satisfaction as a function of these. For the purpose of this study job satisfaction has been, therefore, defined as a Bank employees' satisfy mg or dissatisfying attitudes & attitudes toward salary and fringe benefits, interpersonal relations with co-workers, teacher-principal relationship, teacher-student relationship, profession institution, working condition, workload, utilization of one's potential and abilities achievement, activity, family life,

freedom, supervision, community aspect, policies and practices, possibility of growth and development, library practices and policies, security recognition and status. These twenty aspects of job conditions and Bank employees' attitudes toward them constitute the various dimensions of their job-satisfaction.

### **STATEMENT OF THE PROBLEM:**

“A Study Of Responses Of High And Low Job-Satisfaction Of Bank Employees Belonging To High Emotional Intelligence& Job Satisfaction In The Context Of Stress Management”

### **OBJECTIVE**

To examine the difference between high and low job-satisfaction of Bank employees belonging to high emotional intelligence and job satisfaction in the context of stress management.

### **HYPOTHESIS**

There is no significant difference between high and low job satisfaction as well as stress management of Bank employees belonging to high Emotional Intelligence.

### **LIMITATIONS OF THE STUDY**

The study was limited to the sample of about 400 Bank employees (male and female) Bank employees in Delhi NCR region.

### **RESEARCH METHODOLOGY OF THE STUDY**

In this research paper the two tests were used to determine emotional intelligence and job satisfaction. The researcher developed the test of emotional intelligence himself, whereas for job-satisfaction, Bank employees' Job- satisfaction scale prepared by Dr. J.P. Srivastava and Dr. S.P. Gupta has been used.

### **THE STATISTICAL TECHNIQUES USED**

In the present study mean standard deviation, coefficient of correlation have been used and comparisons between different groups were made on the basis of the 't' ratio with 0.05 and 0.01 levels of confidence considered significant.

### **ANALYSIS**

There is no significant difference between high and low Job-satisfaction of Bank employees belonging to high Emotional Intelligence.

This hypothesis was studied by applying t-test. The results are given in the below table.

### **THE RESPONSES OF HIGH AND LOW JOB-SATISFACTION OF BANK EMPLOYEES TO HIGH EMOTIONAL INTELLIGENCE**

The researcher analyses the data of 400 Bank employees on emotional intelligence scale and job-satisfaction scale from the sample of 400 Bank employees. The separated Bank employees of high emotional intelligence were separated. Group of Bank employees was further divided into two groups of high and low job-satisfaction of Bank employees and tried to determine the significance of difference between high and low job satisfaction of Bank employees of high emotional intelligence. Table 1.1 contain results obtained in this way.

TABLE NO. 1.1

**Mean, S.D. and 't' values for high and low Job-satisfaction of Bank employees belonging to high Emotional Intelligence.**

Job-Satisfaction	N	Mean	S.D.	't'
High	89	309.91	20.95	6.05
Low	04	208.00	33.17	

Level of significance at 0.05 = 1.99

Level of significance at 0.01 = 2.63

The table value revealed that the 't' value is 6.05, which is found significant at both the level of significance.

The null hypothesis is rejected, which means that high and low groups of Job-satisfaction of Bank employees belonging to high Emotional Intelligence differ significantly.

The mean value for 89 Bank employees of high Job-satisfaction is 309.191 and the mean value for 04 Bank employees of low job satisfaction is 208.00 for the Bank employees belonging to high Emotional intelligence. The S.D. values are 20.95 and 33.17 for high and low Job-satisfaction respectively, for the Bank employees belonging to high Emotional Intelligence. Thus the mean value and number of Bank employees of high Job-satisfaction is higher for Bank employees belonging to high Emotional Intelligence. It means that high Emotional Intelligence reflect

Thus generalization is that Bank employees belonging to high Emotional Intelligence show high level of Job-satisfaction.

### CONCLUSION & FINDINGS

This finding follows from the results shown in table 1.1. It clearly support that those who are high on emotional intelligence are found highly satisfied with their present job, and the number of those who are high on emotional intelligence but least satisfied with their job is quite small. A plausible explanation for this concrete relationship may be due to the fact that more intelligent people are possessed with more divergent techniques of adjustment with their environment and even have the capacity to mould some of the unfavourable circumstances in their own favour.

The present study was also designed to pass this litmus test. The findings of the present study provide that emotional intelligence is an important tool to bring improvement in the teaching-learning process. The findings of the study would prove to be beneficial for the people in education right from the policy makers to the practitioners at the lowest level. Emotional intelligence is an invaluable aspect of personality traits that needs to be included in the test battery prepared to recruit the Bank employees, particularly at the elementary level. Since Bank employees are central for any kind of positive change in education, recruitment is the first and one of the most important stages for ensuring the quality of teaching.

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