Impact Of Emotional Intelligence Intervention On Emotional Sensitivity Among Software Professionals

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Abstract

An individual would be able to balance his/her emotions only when he/she is aware of his/her own and other's emotional states and comes to know the threshold of his/her own blend of emotions. This ability of sensing one's own and other's emotions and proceeding accordingly is termed as Emotional sensitivity which is one among the psychological dimensions of Emotional intelligence. Hence, the current research focuses towards the investigation on the impact of Emotional intelligence intervention on Emotional sensitivity among software professionals. Experimental research design has been adopted for the present study to find the impact of Emotional intelligence intervention on Emotional sensitivity before and after Emotional intelligence intervention. For the present study software professionals have been selected as target samples and from them the primary data were collected using Emotional intelligence questionnaire before and after Emotional intelligence intervention program.
Finally, based on the research results few suggestions were proposed in order to enhance the Emotional sensitivity ability and Emotional intelligence ability among the employers and employees that leads them to assured success ultimately.

Key words: Emotions, Emotional Sensitivity, Emotional Intelligence, Software Professionals, Emotional intelligence intervention.

1.   INTRODUCTION

Emotional development starts in the early childhood period in an individual's life. Effective and healthy emotional development for an individual is vital to both their ability to learn, when young, and to their success and happiness as adults. In today's competitive world, countless people and corporate started to recognize that having a high Intelligence quotient is not only adequate, but high IQ plus high Emotional quotient makes an individual worthy to attain success always. As the corporate world

is filled with competitive atmosphere, corporate are expecting their employees to have different set of skills namely emotional abilities more than intellectual ability in order to balance all kinds of situations and attain success. Therefore, Emotional intelligence is the ability that comprises of set of emotional abilities such as Emotional sensitivity, Emotional maturity and Emotional competencies that fulfil the requirements of organizations.

Emotional intelligence is relatively recent behavioral model, rising to prominence with Dr. Daniel Goleman's 1995 popular book called 'Emotional intelligence'. Emotional intelligence is increasingly relevant to organizational development and developing people as it provides a new way to understand and assess people's behavior, management styles, attitudes, interpersonal skills, and potential. Emotional intelligence is an important consideration in human resources planning; job profiling, recruitment interviewing and selection, management development, customer relations and customer service and more. For an individual, in order to learn and acquire Emotional intelligence they should be able to sense their own emotions first which is termed as Emotional sensitivity. Emotional sensitivity represents understanding the threshold of emotional arousal; managing the immediate environment; maintaining rapport, harmony and comfort with others and letting others feel comfortable in their working environment. It also involves being honest in interpersonal dealings; interpreting emotional cues truthfully; realizing communicability of emotions, moods and feelings; and having an insight into how others evaluate and relate to themselves. It also includes the following variables such as understanding the threshold of emotional arousal, empathy, improving inter-personal relations and communicability of emotions. Hence, Emotional sensitivity helps an individual to understand the intensity of emotions better and perform their job efficiently and effectively. Especially, software professionals' job includes long hours of work, team performance and project accomplishment oriented within the specified time limit and so their pace of work will be high. All these facts tend software professionals to work with high pressure that leads them to suffer from high level of stress which is a by-product emotional imbalance. When software professionals know the way to balance their emotions as and when they are able to sense and understand their own various emotional arousals, they will be able to adjust themselves with their tight schedules and attain assured success both personally and professionally. Moreover, the software professionals are those who belong to software industry sector who contributes much towards country's economy growth. Hence, the current research paper investigates the effect on software professionals' Emotional sensitivity before and after Emotional intelligence intervention between control and experimental group.

2.   LITERATURE REVIEW

Hunter et al (1990) found that, in jobs of medium complexity (sales clerks, mechanics), a top performer is 12 times more productive than those at the bottom and 85 percent more productive than an average performer. In the most complex jobs (insurance sales people, account managers), a top performer is 127 percent more

productive than an average performer.

Walter V. Clarke Associates (1997) in their study of 130 executives revealed that how well people handled their own emotions determined how much people around them preferred to deal with them.

Jennifer M. George (2000) suggested that feelings (moods and emotions) play a central role in the leadership process. More specifically, it is proposed that emotional intelligence, the ability to understand and manage moods and emotions in the self and others, contributes to effective leadership and other inter-personal qualities in organizations. Four major aspects of emotional intelligence, the appraisal and expression of emotion, the use of emotion to enhance cognitive processes and decision making, knowledge about emotions, and management of emotions, are described. Then, proposed how emotional intelligence contributes to effective leadership by focusing on five essential elements of leader effectiveness: development of collective goals and objectives; instilling in others an appreciation of the importance of work activities; generating and maintaining enthusiasm, confidence, optimism, cooperation, and trust; encouraging flexibility in decision making and change; and establishing and maintaining a meaningful identity for an organization.

Daniel Goleman and Richard Boyatzis (1999) has found that Software developers with high levels of Emotional Intelligence can develop effective software three times faster than others. Sales Consultants with high levels of Emotional Intelligence generate twice the revenue of their colleagues. A national furniture retailer found that sales people hired based on Emotional Intelligence has half the dropout rate during their first year. Experienced partners in a multi – national consulting firm who were assessed on their levels of Emotional Intelligence delivered $1.2 million more profit from their accounts than did other partners – a 139% incremental gain.

Mayer and Salovey, Caruso, and Sitarenios (2001) have proposed that emotions are fundamentally social in nature, blurring the conceptual distinction between emotional and social intelligence. Moreover, according to them from the applied context view many of the educational programs that claim to enhance emotional awareness and functioning may in fact target social behaviors for change.

Afzal Rahim M., Clement Psenicka, Panagiotis Polychroniou, Jing-Hua Zhao (2002), the study investigated the relationships of the five dimensions of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills of supervisors to subordinates' strategies of handling conflict: problem solving and bargaining. Results explored that self-awareness is positively associated with self-regulation, empathy, and social skills; self regulation is positively associated with empathy and social skills; empathy and social skills are positively associated with motivation; which in turn, is positively associated with problem solving strategy and negatively associated with bargaining strategy.

Slaski and Cartwright (2002) investigated EI, stress and health in a group of managers. These authors assessed stress by asking respondents to indicate on a single scale the extent to which they perceived their life to be stressful at that time. They reported that there were significant relationships between EI, stress and health and that EI may play a role in moderating the stress process and increasing an individual's

resilience to stress.

Abraham Carmeli (2003) examined the extent to which senior managers with a high Emotional intelligence employed in public sector organizations develop positive work attitudes, behavior and outcomes. The results indicate that Emotional intelligence enhanced positive work attitudes, altruistic behavior and work outcomes, and restrained the effect of work-family conflict on career commitment but not the effect on job satisfaction.

3.   OBJECTIVES OF THE STUDY

- Examining the impact of Emotional intelligence intervention on Emotional sensitivity before and after Emotional Intelligence intervention among experimental group.
- Investigating the impact of Emotional intelligence intervention on Emotional sensitivity before and after Emotional Intelligence intervention among control group.
- Analyzing the significant difference in Emotional sensitivity gain scores between control group and experimental group during pre-post Emotional intelligence intervention period.

4.   METHODOLOGY

Quasi-experimental research design has been adopted in the present research where both control group and experimental group has been tested to investigate the impact of Emotional intelligence intervention on software professionals' Emotional sensitivity. In the present study, 60 Software professionals were selected as target samples using systematic random sampling. Among these 60 samples, all odd numbered samples are grouped and named as control group and all even numbered samples are grouped and named as experimental group. Subsequently, their Emotional sensitivity scores before and after Emotional Intelligence training has been evaluated using well-structured Emotional intelligence test questionnaire filled by the respondents. Using t-test statistical tool, pre-post Emotional competency scores have been compared and analyzed for both control group and experimental group to know the impact of Emotional intelligence intervention on software professional's Emotional sensitivity. Finally, with the help of arrived results and analysis, certain suggestions have been proposed to improve and enhance their Emotional intelligence ability and Emotional sensitivity ability in order to attain success both personally and professionally.

5.   DISCUSSIONS

Pre-post test was conducted for both experimental and control group on the completion of Emotional intelligence intervention program. Thereafter, on the arrived results t-test was applied to find out the significant difference between experimental and control group before and after Emotional intelligence intervention program in

order to examine the impact of Emotional intelligence intervention on Emotional sensitivity. Hence the discussion part reveals the results obtained using appropriate statistical tools for the set of objectives and hypothesis framed.

Hypothesis I
H0 Null Hypothesis: There is no significant difference between pre and post test scores with regard to Emotional sensitivity of control group.

Table 1 Paired t-test for significant difference between pre and post-test scores with regard to Emotional sensitivity of control group

Control group	Pre-test		Post-test		t value	p value
	Mean	SD	Mean	SD		
Emotional sensitivity	16.83	1.49	16.87	1.48	0.297	0.769

After the completion of Emotional intelligence intervention program, though the control group was not provided with Emotional intelligence training, post-test was conducted for control group. The above Table 1 reveals the output of paired t-test analysis done to examine the significant difference between pre and post test scores with regard to Emotional sensitivity of control group. Since p value is greater than 0.05 in the Table 1 with regard to Emotional sensitivity of control group, H0 null hypothesis is accepted at 5% level of significance. Hence there is no significant difference between pre-test and post-test scores with regard to Emotional sensitivity of control group. Therefore, arrived result proves that significantly that there is no effect on control group software professional's Emotional sensitivity both before and after EI intervention.

Hypothesis II
H0 Null Hypothesis: There is no significant difference between pre and post test scores with regard to Emotional sensitivity of experimental group.

Table 2 Paired t-test for significant difference between pre – post- test scores with regard to Emotional sensitivity of experimental group.

Experimental group	Pre-test		Post-test		t value	p value
	Mean	SD	Mean	SD		
Emotional sensitivity	16.73	10.70	18.33	1.40	8.191	0.000**

**denotes significant at 1% level

Since p value in the Table 2 is less than 0.01 with regard to Emotional sensitivity of experimental group, H0 null hypothesis is rejected at 1% level of significance. Therefore, there is significant difference between pre and post test scores with regard to Emotional sensitivity of experimental group. That is, there is significant difference on Emotional sensitivity among experimental group before and after EI intervention period. This difference is due to EI intervention program

imparted to experimental group that made them to have a real effect on Emotional sensitivity. Hence, the result proves statistically that Emotional sensitivity could be enhanced among software professionals when they are imparted with EI and EI's related strategies. Thus, enhancement on ES would definitely make them to understand the threshold of various blend of emotional arousal on them and make them to manage the immediate environment accordingly.

Hypothesis III

H0 Null Hypothesis: There is no significant difference between control and experimental group with regard to Emotional sensitivity of pre-test scores.

Table 3 t-test for significant difference between control and experimental group with regard to Emotional sensitivity during pre-test period

Pre-test	Control group		Experimental group		t value	p value
	Mean	SD	Mean	SD		
Emotional sensitivity	16.83	1.49	16.73	1.70	0.242	0.809

As the p value in Table 3 is greater than 0.05 with regard to Emotional sensitivity during pre-test period, H0 null hypothesis is accepted at 5% level of significance. Hence, there is no significant difference between control and experimental group with regard to Emotional sensitivity during pre-test period. When pre-test is conducted and tested with the framed hypothesis, it is observed that both control and experimental group does not differ significantly with regard to Emotional sensitivity before EI intervention program. Thus, the result reveals that both control group and experimental group are identical and are at the same level with regard to Emotional sensitivity.

Hypothesis IV

H0 Null Hypothesis: There is no significant difference between control and experimental group with regard to Emotional sensitivity of post-test scores.

Table 4 t-test for significant difference between control and experimental group with regard to Emotional sensitivity during post-test period

Post-test	Control group		Experimental group		t value	p value
	Mean	SD	Mean	SD		
Emotional sensitivity	16.87	1.48	18.33	1.40	3.947	0.000**

**denotes significant at 1% level

From the above Table 4, p value with regard to Emotional sensitivity during post-test period is observed to be less than 0.01 and as a result H0 null hypothesis is rejected at 1% level of significance. Hence, there is significant difference between control and experimental group with regard to their Emotional sensitivity during post-test period. Both control and experimental group differ significantly with regard to

their Emotional sensitivity on the completion of EI intervention program which in turn reveals that there is a real time effect on Emotional sensitivity due to EI intervention program among one group. Further, in Table 4 the mean value of experimental group is observed to be more than the mean value of control group with regard to their Emotional sensitivity which reveals that experimental group has experienced the real effect on Emotional sensitivity after EI intervention program. Hence, the result concludes that training on Emotional intelligence would definitely enhance Emotional sensitivity ability among individuals.

Hypothesis V
H0 Null Hypothesis: There is no significant difference between control and experimental group with regard to Emotional sensitivity of gain scores.

Table 5 t-test for significant difference between control and experimental group with regard to Emotional sensitivity of gain scores.

Gain score	Control group		Experimental group		t value	P value
	Mean	SD	Mean	SD		
Emotional sensitivity	0.03	0.16	1.60	1.07	6.953	0.000**

** denotes significant at 1% level

In the above Table 5, as p value with regard to Emotional sensitivity of gain scores is less than 0.01, H0 null hypothesis is rejected at 1% level of significance. Hence, there is significant difference between control and experimental group with regard to Emotional sensitivity of gain scores. Besides that, the mean value of experimental group in Table 5 is more compared to control group that in turn reveals that experimental group has gained from EI intervention program when comparing to control group which has not received EI training. This exhibits that EI intervention program has manipulated the experimental group's Emotional sensitivity to a great extent with a positive effect among experimental group. Thus, reveals that EI intervention program has influenced the software professionals' Emotional sensitivity comparing to those who have not received EI training program.

6. SUGGESTIONS & CONCLUSION
On the bottom-line, the current research reveals that Emotional intelligence intervention had its impact on software professional's Emotional sensitivity who received EI training. Moreover, the arrived result from paired t-test analysis reveals that control group who did not received EI training had no impact on their Emotional sensitivity during pre-post test period. As the analyses have proved that there was a real effect on experimental group's Emotional sensitivity compared to control group, the result infers that EI intervention strategies would be a helpful tool for the individuals to understand the threshold of their blend of emotions being elicited at various situations within them and able to tackle any kind of situations effectively. Therefore, when individuals are provided training on Emotional intelligence and on

EI's related concepts and strategies, their Emotional sensitivity and Emotional intelligence ability would be enhanced and retained to a great extent and they would be able to manage and balance their emotions accordingly. Individuals with enhanced Emotional sensitivity know how others evaluate and relate them that in turn show them the way to maintain good rapport, harmony and comfort with others and letting others to feel comfortable in their company. Hence, the software professionals by enhancing their Emotional sensitivity through EI intervention program could definitely accomplish all their tasks effectively and attain assured long-lasting success both personally and professionally.

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