DETERMINING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EMPLOYEE PRODUCTIVITY WITH MODERATING ROLE OF SOCIALIZATION: FEMININE PERSPECTIVES FROM INDIAN BANKING SECTOR

Dr. Sugandha Verma

Assistant Professor,
Shri Shravannath Math Jawaharlal Nehru College,
Shri Dev Suman Uttarakhand State University, Tehri - Garhwal (Uttarakhand).
the.sugandha.verma@gmail.com

Abstract

This study attempts to determine the relationship between emotional intelligence (EI) and employee productivity (EP) along with socialization as a moderator by adopting the descriptive and cross-sectional research design through a survey questionnaire from proportionate cluster randomly selected women employees of Uttarakhand, a Himalayan state of north India. On the basis of literature review, hypotheses are formed and reliability and validity of the instrument is verified before the final survey. Results present the positive relationship between EI, socialization and EP. Further, the moderated hierarchical multiple regression confirms the direct impact of EI and a moderation impact of socialization on EP. Some other statistical techniques are also employed to derive the conclusion. Present study acknowledges few limitations, practical implications, and some directions for future research.

Keywords: *Emotional intelligence, employee productivity, socialization, moderation, women employees, banking sector*

INTRODUCTION

The fields of human resource management (HRM) and organizational behaviour (OB) consist of systematically explained and underlined literature on emotional intelligence (EI), employee productivity (EP) and socialization. Theories, case studies, and some empirical studies have improvised the application and contributed towards the development of new practices related with these traits. Previous studies have demonstrated that the notion of EI brings together the two fields of emotions and intelligence through explaining emotions as useful source of information, which help a person to make sense of and navigate the social environment' (Salovey & Grewal, 2005, p. 281). The trait 'EI' facilitates the adaption and management of changes through learning, receptivity, channelization (Huy, 1999). EI is also important in evaluating the abilities at various levels of management for the purpose of organizational development (Langley, 2000). On the part of socialization, the existing management literature and research represent social networks and social capital in a close relationship. Therefore, theoretical framework constitutes social resources, social networking and socialization simultaneously. Experts articulated about four intangible components of the term 'capital', viz., structural, intellectual, human and social capital (Verma, 2019). More specifically, thinkers from the fields of management and economics have also emphasized the need and relevance of social capital for developing the human capital (Storberg, 2002). Additionally, the requirement of social capital for organizational success (Lin, 2001) and the importance of social networking and socialization for human resource development have also been underlined by past researchers (Combs, 2003; Opengart, 2005). Previous studies often found the synonymous links between the terms 'employee performance' and EP. In objective manner, EP represents the amount of time spent on a particular job according to its description by an employee (Ferreira & Du Plessis, 2009). On the other side, the subjective aspect considers the capabilities of employee to utilize organizational inputs, techniques and resources for producing something meaningful and valuable output (Lambert, 2000).

The leading journals have incorporated several studies on these traits, two or more, for example, links between EI and employee performance (Ayiro, 2009; Church, 1997; Gardner & Stough, 2002; Lyons & Scheneider, 2005; Slaski & Cartwright, 2003), role of EI for developing work behaviour (Capannolo, 2020), EI and individual performance and group performance (Day & Carroll, 2004), emotions and EP (Fambrough & Hart, 2008), EI and teamwork leading towards higher EP (Gujral et al., 2011), relevance of EI for better EP through conflict resolution (Jordon & Troth, 2002), role of EI for managerial development and EP (Langley, 2000), EI and social interaction (Lopes et al.,

2004; Mustafa et al., 2016), EI and social relationships (Lopes et al., 2003; Seal et al., 2006), relevance of EI for effective job performance (Mishra & Mohapatra, 2010; Sendaro and Baharun, 2020), socialization and employee performance (Weerarathna, 2014), impact of EI on EP and their social relationships (Wong & Law, 2002). The human resource researches since the 1980s have focused primarily on practice aspects of EI, EP and socialization adopting deductive approach, and even today same trend is going on.

Literature has validated that the traits of EI, EP and socialization are highly associated with female oriented issues and paradigms such as, EP and female employees (Grant, 1988), viewing the socialization from the feminist perspective (Marshall, 1993; McClure, 2000), sex differences and EI (Feldman et al., 2000) and socialization issues of women managers (Combs, 2003). Prior studies have also shown that females are better at EI and socialization than males (Day & Carroll, 2004; McClure, 2000). Marshall (1993) found that masculinity includes monetization, instrumental rational control, and competitiveness. However, femininity contains empathy, nurturance, sensitivity, and sympathy (Grant, 1988). Studies have observed as well that females are better at decoding and understanding abilities about body language and facial expressions than males (Feldman et al., 2000). So, they have higher amounts of emotional knowledge and awareness as compared to men. Likewise, Jordon and Troth (2002) opined that women strongly believe in compromise, cooperation and collaboration at work. So, it is clear that trends of studies for the last couple of decades have shifted focuses from single male perspective to female or both perspectives.

No doubt, past studies clearly emphasize the role of EI for improving EP and socialization. Some connections among these variables have also been noted. But a focussed and systematic empirical work in this regard has received limited attention. To the knowledge so far, no clear and empirical explanation among these select variables has been provided by researchers at least in India. Such gap in literature has been detected and this study tries to fill this academic vacuum by connecting EI and EP with socialization as a moderator. Moreover, this attempt highlights the women bank employees' perspective, which attempts to contribute towards advancing the existing literature based on the statistical evidence.

This study is contributing to the literature on HRM and OB in the following ways. First, significant findings have validated the predictability and importance of EI and socialization in improving EP as in line with prior studies (Capannolo, 2020; Lopes et al., 2003; Sendaro and Baharun, 2020; Wong & Law, 2002). Second, the emphasis of improved level of EP for the organizations and employers is noted as indicated in literature (Adamu, 1991; Allen & Meyer, 1990; Ferreira & Du Plessis, 2009; Grant, 1988; Hanaysha, 2016; Lu, 1999; Othman and Mahmood, 2020). Third, significant results have pointed out the relevance of strong positive relationship among EI, EP and socialization (Lopes et al., 2004; Lyons & Scheneider, 2005; Mishra & Mohapatra, 2010; Seal et al., 2006; Slaski & Cartwright, 2003). Fourth, a huge female perspective gap has been identified to bridge the same by adopting more focused and micro level approach as highlighted by scholars (Combs, 2003; Grant, 1988; Marshall, 1993; McClure, 2000). Fifth, this study has expressed concern on poor emphasis on the systematic and empirical relationship among EI, EP and socialization especially in top Indian management and human resource journals. Thus, exploring the dimensions of relationship among these three traits in Indian context is justified.

The study has attempted to determine the relationship among the traits of EI, EP and socialization by using female perspective in an era of fast transformation of the banking sector in India. The remaining part of the research paper is constructed as review of literature and setting of hypotheses in section two, methodology in section three, analysis and discussion in sections four and five, respectively, conclusion is given in section six, and in the final section, limitations, directions for the future research and practical implications of the study have been mentioned.

REVIEW OF LITERATURE AND HYPOTHESES

Review of previous studies is discussed in this section. Antecedent research work on EI, EP and socialization, and linkages among these variables were revisited by the researcher for a comprehensive review. Later in this section, hypotheses have been set on the basis of prior studies.

Emotional Intelligence

In 1983, social theory of emotions was propounded by Hochschild. She theorized the impact of emotions on the life-styles of individuals and revealed that emotional awareness of self and others ensures sociality in real terms. However, Salovey and Mayer (1990, p. 189) came out with the first theory of EI and defined it as, 'the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action.' On the next, in 1995 Goleman defined EI as 'the capability to recognize own feelings and to understand those of others', and to manage and monitor emotions within relationships' (see Luthans, 2011, p. 232). After that, Mayer and Salovey revised and improved their model in 1997 and defined EI as the ability to express, appraise and perceive emotion, to understand emotions, and to manage and regulate emotions for intellectual and emotional achievements (Weinberger, 2009). Thereafter, trait-model of EI was presented by Petrides and Furnham (2000) wherein they talked about psychological characteristics like mood, attitude, personality and behaviour of human beings that determine status of EI. The trait-congruence theory of emotional labour stated that congruence among the traits of identifying, evaluating, monitoring, managing and controlling emotions should be termed as emotional labour not EI (Bono & Vey, 2005). Additionally, EI has also been accurately defined by Robbins, Judge and Vohra (2017, p. 117) as 'the

ability to detect and manage emotional cues and information is known as EI.' The existing literature also contains various measuring instruments for EI as shown in Table 1.

Table 1: Measuring Instruments of EI as found in Literature.

S. No.	Scale	Propounded by	Year	Number of Items
1.	Emotional Quotient Test (EQ Test)	Bar-On	1989	N.A.
2.	EI Scale	Salovey and Mayer	1990	N.A.
3.	Emotional Competency Inventory (ECI)	Goleman	1995	110
4.	EQ-i	Bar-On	1997	133
5.	ECI-2	Goleman	1998	N.A.
6.	SREI Scale	Schutte et al.	1998	33
7.	MSCEIT	Caruso, Mayer & Salovey	2002	141

Source: Compiled by the author.

Past studies consist of a good amount of work exploring the relationships between EI and other human traits. Review posits that EI is positively related to mood regulation and self-management (Boyatzis, 1982), job commitment (Allen & Meyer, 1990), work motivation (Locke & Latham, 1990), managerial effectiveness (Church, 1997), career development of employees (Fineman, 2000), team performance and success at work (Gardner & Stough, 2002), life satisfaction (Palmer, Donaldson & Stough, 2002), stress reduction and management (Slaski & Cartwright, 2003), job satisfaction (Oginska-Bulik, 2005), leadership development and effectiveness (Fambrough & Hart, 2008), work performance resulting in organizational success (Ayiro, 2009), and quality of life and achievement (Olimat, 2016). Studies also confirmed that EI ensures overall life-success of employees (Bar-On, 2001; Goleman, 1998) and organizational success as well (Lyons & Scheneider, 2005). Scholars showed the positive effects of EI on conflict management and resolution (Jordon & Troth, 2002). Escoda and Alegre (2016) noted a significant impact of EI on life satisfaction among 2,233 university students from Spain. Likewise, significant prediction of personal and work related burnout through EI was observed within a sample of 136 HR professionals in Malaysia (Mustafa, Santos & Chern, 2016). Some studies conducted in India found significant positive correlation between EI and work performance of corporate executives (Mishra & Mohapatra, 2010), EI and employee well-being (Krishnaveni & Deepa, 2013), and impact of EI on organizational citizenship behaviour (Pradhan, Jena & Bhattacharya, 2016).

Employee Productivity

The conceptual aspect of EP explains the term productivity specifically about the optimum utilization of organizational inputs and resources. Practically, the relationship between input and output is termed as productivity (Adamu, 1991). Furthermore, 'it is a measure of output based upon per unit of input during a given production process' (Saari, 2006). Experts have also defined EP in objective manner, such as 'EP means the highest level of output or performance on the basis of the lowest amount of resource consumption' (Hanaysha, 2016). Review of antecedent work about EP evinced lesser number of empirical studies as compared to EI. Through the application of sensitivity analyses and regression models, Mitchell, Ozminkowski and Serxner (2013) identified strong positive impacts of employees' better health over their productivity level. Among Sri Lankan sample of 80 bank employees, Weerarathna (2014) noted the significant negative impact of conflicts on employee performance. Malaysian sample-based study revealed positive impact of soft skills of employees on their work performance (Ibrahim, Boerhanoeddin & Kayode, 2017). In Indian context, Jyoti and Sharma (2017) worked on a sample of 276 bank employees and found positive impact of mentoring on the job performance of employees. Another study used the partial least squares (PLS) method and bootstrapping techniques on 450 participants from the academic fields in Nigeria and results confirmed that HR practices, such as recruitment and selection, training and development, succession planning and performance appraisal are the positive predictors of employee performance (Ismail, Majid, Jibrin-Bida & Joarder, 2019). In a recent work, Othman and Mahmood (2020) emphasized employee performance for the overall survival of an organization and industrial performance of the country. In this study they took 252 high-potential executives and managers from Malaysian manufacturing organizations, applied structured equation modelling (SEM) and found full support of employee performance towards higher employee engagement and better HR practices.

Socialization

As mentioned earlier, the term 'social capital' has close links with the trait of 'socialization'. Thus, it is relevant to include 'social capital' in this review process. Social capital has been defined in the literature as 'the total of potential and actual resources clasped within, available through and emerged from the network of various relationships held by a person or a social unit' (Nahapiet & Ghoshal, 1998, p. 243). Moreover, the concerned literature contains theories of social capital as well, namely, weak tie theory given by Granovetter (1973), social resource theory propounded by Lin (1982), and structural holes theory presented by Burt (1992). As per the 'weak tie theory' there is an interaction between persons within and outside of the organization, so that connections may be established among various friendship

groups. Granovetter (1973) apprised of two types of ties, weak ties and strong ties, in his theory of social capital. Weak ties crop up among the members from two or more different circles, while the strong ties occur among the people within a social group. So, weak ties cover the gaps of two unrelated groups. In this way, weak ties nurture diverse network relationship. In 'social resource theory' Lin (1982) opined that social status, power, wealth, and social networks should be considered as social resources and they should be used for achieving the personal objectives. However, Burt (1992) revised weak tie theory and developed a new version, 'structural holes theory'. Burt's theory talks about a hole like situation wherein two unknown persons move in different directions and networks. Consequently, this hole bestows the advantages in form of timely and unique information (Burt, 1992). Besides this, many researchers have observed that career development, better role performance and improved hierarchical positions are the results of social networking and socialization (Danielson, 2004; Hall, 2002). The empirical evidences embrace the positive relationship of socialization with higher self-confidence and self-respect (Harlow & Canton, 1996), higher satisfaction on the job (Anakwe & Greenhaus, 1999), and reduced level of stress among employees (Lu, 1999). An exploratory study based on big data analysis, having 70,000 participants from Italy, revealed that the socialization boosting activities like visiting the relatives and meeting friends frequently have significant positive impact on employees' job satisfaction. In this study researchers also noticed the highest significant impact of church attendance over job satisfaction (Fiorillo & Nappo, 2014).

Linkages among Emotional Intelligence, Employee Productivity and Socialization

The previous studies presented the benefits of EI in the form of higher employee performance, job commitment and goal achievement (Wong & Law, 2002), better employee-task fit (Salovey & Grewal, 2005), reduced negative impact on employee and team effectiveness (Gujral et al. 2011), and innovative work behaviour (Capannolo, 2020). Additionally, Sendaro and Baharun (2020) surveyed 188 respondents and by running PLS based SEM, they showed significant mediation effect of market orientation between the positive relations of EI and individual performance.

Some other empirical investigations ratified that EI is deeply rooted with social intelligence (Ford & Tisak, 1983). Furthermore, Hearn (1993) and Sandiford and Seymour (2000) confirmed the importance of socialization activities for the improved presentation and management of emotions, moods and feelings. Since, EI consists the essence of meaningful and active integration of thoughts and feelings, it facilitates the effective functioning of trait 'socialization' (George, 2000). Studies reported as well the positive relationship between EI and social relationships (Lopes et al., 2003) and strong impact of EI on quality of social interactions with opposite gender individuals (Lopes et al., 2004).

RESEARCH HYPOTHESES

On the basis of above paragraphs, this study has hypothesized that:

H_{A1}: EI and socialization have their direct impact on EP

H_{01}: There is no direct impact of EI and socialization on EP

H_{A2}: EI has its direct impact and socialization has a moderated impact on EP

H_{02}: There is no direct impact of EI and moderated impact of socialization on EP

So, two research hypotheses with their corresponding null hypotheses have been set. This study tested the null hypotheses to draw the meaningful inferences.

RESEARCH OBJECTIVES

The major objective of this investigation is to empirically examine the relationship between EI and EP with moderating role of socialization. In line with the key objective, the specific objectives are to develop separate models representing the impact of EI on EP firstly with socialization as a predictor, and secondly with socialization as a moderator.

METHODOLOGY

The methodology adopted (the approach to execute study) and the methods applied in the study are given in this section.

Research Design

To achieve the research objectives research design controls the variation in empirical data. This study has tested null hypotheses developed on the basis of theoretical background, which is called hypothetico-deductive approach (Kohen et al., 2007). A descriptive-cum-cross-sectional design has been applied in the present study to collect the primary data for studying variations in parameters. Primary data were collected through a survey questionnaire, administered by the researcher.

Methods
In the coming paragraphs, the research methods used for data collection and analyzing are mentioned.

Questionnaire Development
This study has used a self-developed survey questionnaire for collecting the primary data from the sample respondents in the following manner:

1. The academic journals of international and national publishers were searched by using internet with some pertinent key words and research papers and articles covering the timeline of 1973-2020 were accessed. After reviewing these research papers, the study framed the survey questionnaire containing 10 items each for EI, EP and socialization variables.
2. Researchers carried out a pilot study or pretest to assess the order, relevance and clarity of the instrument, confirm the validity of newly developed scales, identify the dimensions and operationalize the variables.

Sampling Technique
This study has assumed all the current women employees working in scheduled commercial banks (SCBs) situated in Haridwar, Dehradun and Pauri Garhwal districts of Garhwal region of Uttarakhand, a Himalayan state of north India, as the study population. Moreover, these three select districts have 77 per cent branches of SCBs operating in Garhwal region. By using online sample size calculator, having 95 per cent confidence level and 2.9 per cent confidence interval, researcher determined the number of sample participants as 600. Sub-districts were taken as primary sampling unit (clusters). To cover a wider area, in every sub-district, only two sample participants were decided to be selected from each bank branch. As a result, a total of 300 bank branches were drawn on proportionate random basis from clusters of three select districts. Accordingly, the number of sample participants required (n = 600) was drawn out randomly from select bank branches. So, proportionate cluster random sampling technique was applied in this study.

Data
Primary Data
The models proposed by Goleman (1998), Schutte et al. (1998), and Caruso, Mayer and Salovey (2002) were adapted by the researcher to develop a new scale of EI for conducting this study. It was a five-point Likert scale that rated the highest value being five as excellent and the lowest value being one as the worst perception of EI among the respondents. As the researcher could not find any previous measure regarding EP and socialization with proper validity, it was considered appropriate to use new scales. Five-point Likert scaling technique created the response as five being the excellent (highest) and one as the worst (lowest) perspectives of respondents. Primary data were collected through a survey questionnaire, administered by the researcher. The participants were informed with the purpose of survey and were assured of confidentiality regarding their responses as well. Additionally, the sample participants were told also that there is not any right and wrong response to the respective questions. It was also ensured that all the participants provided the complete information through the survey questionnaire. For this purpose, the incidences of omissions and non-response were controlled and monitored by the researcher.

Secondary Data
Research papers articles published in different academic journals of international publishers such as, Emerald, Sage, Taylor & Francis, Wiley, Elsevier etc. are the main secondary data sources. Moreover, data base JSTOR and SSRN have also been explored by the researcher. Additionally, review papers, case studies, reports, expert opinions published in anthologies, conference proceedings, unpublished masters and doctoral dissertations, reference books, magazines etc. are also referred.

Significance Level
The study has used the predetermined confidence level (β) as 95 per cent and significance level (α) as 5 per cent.

Data Analysis Strategy
IBM-Statistical Package for Social Sciences (SPSS v. 21) software is used for processing and analyzing the raw data.

Research Validation
Self-assessment, suggestions and opinion of experts and exploratory factor analysis (EFA) were employed for the purpose of research validation. Numerous statistical tests were performed such as correlation matrices, Kaiser-Meyer-Olkin (KMO) test, Bartlett's test, anti-image correlations, communalities, variance explained analyses, scree plots, component matrices, reproduces correlations, related component matrices and component score covariance matrices. After analyzing the data collected through pilot study, the scales of EI, EP and socialization were noted as successfully meeting all the mentioned criteria for the validity. Two dimensions of EI scale were identified

as felt intelligence and displayed intelligence. Three dimensions of EP scale were observed as commitment, innovation and resource availability. Finally, social relationships or bonding, social connectivity and social time availability were found as three dimensions of socialization scale. Accordingly, these variables were operationally defined in the stated manner:

- EI includes the felt and displayed forms. The dimension of felt intelligence shows knowledge of individual differences, emotional awareness, motivational outlook and control on anger. While, displayed intelligence represents conversational abilities and management of emotions (Verma, 2019).
- EP may be redefined as the utmost contribution made by an equipped and trained employee to the organization with the maximum amount of commitment and usage of innovative work practices (Verma, 2019).
- Socialization denotes the status of social relationship, social connectivity and availability of social time with the participants (Verma, 2019). In addition, familial and some other social concerns of personal life were mingled to know the perspectives of respondents.

Parameters and Empirical Model

The technique of regression analysis was primarily employed for the purpose of data analysis. Two regression models were conducted to determine the impact of independent variable on the dependent variable, including the moderated hierarchical regression to examine the influence of the moderator variable. The following equations represent these models:

$$\text{Model 1 (Without moderating effect): } EP_i = b_0 + b_1 EI_i + b_2 S_i + \varepsilon_i$$

$$\text{Model 2 (With moderating effect): } EP_i = b_0 + b_1 EI_i + b_2 S_i + b_3\, EI\, X\, S_i + \varepsilon_i$$

where, EP is a dependent variable, EI is an independent variable, S stands for socialization that is an independent variable in Model 1 and as a moderator variable in Model 2, and EI X S represents the interaction term. Experts recommended the standardizing or centring means to zero to overcome the problem of multicollinearity during interpreting the interaction terms (Aiken, West & Reno, 1991). Thus, in this study too centring was applied to the independent variables.

ANALYSIS

Sample Profile Analysis

Out of 600 respondents (n=600), 308 (51.3 per cent) were aged up to 30 years, 189 (31.5 per cent) were between 31 to 40 years of age, 79 (13.2 per cent) were between 41 to 50 years and 24 (4 per cent) were aged 51 years or above. Further, 352 (58.7 per cent) were married, 155 (25.8 per cent) respondents were unmarried and 93 (15.5 per cent) were widow or divorcee. Majority of participants 290 (48.3 per cent) were post-graduate, 202 (33.7 per cent) were graduate, 65 (10.8 per cent) were having a professional degree and the remaining 43 (7.2 per cent) were found with doctorate degree.

Reliability Analysis

Cronbach's alpha (α) values were computed to know the reliability status of the variables. Table 2 informs the reliability status of the primary data collected for the study on EI, socialization and EP. According to the criteria given by Kohen et al. (2007), the data of the key variables consist of high level of reliability. So, it is appropriate to call these data authentic and proper for further analytical process.

Table 2: Cronbach's Alpha Values of Reliability among the Variables

Variable	Alpha Value	Status*	Number of Items
Emotional Intelligence	0.918	Very high	10
Socialization	0.899	High	10
Employee Productivity	0.827	High	10

Source: Author's own findings.
Note: *According to Kohen et al. (2007)

Descriptive Statistics

Table 3 provides the summary statistics and Pearson correlation analysis of all the variables. The mean value of EI was noted as 4.2115, of socialization as 3.7890 and of EP as 3.7612, which implies that the sample participants perceived a good level of EI and higher than moderate level of socialization and EP respectively. The correlation coefficients among the variables depict the moderate degree positive relationship between EP and EI (0.653), and EP and socialization (0.562) at five and one per cent significance levels. However, a low degree positive correlation was found between socialization and EI (0.230) and it was significant also at five and one levels of significance. Since, the mean

centred values of the independent and moderator variables were used for analysis, so the correlation was also noted for the interaction term as positive with EI (0.492), socialization (0.522) and EP (0.728) at five and one per cent significance levels.

Furthermore, Pearson correlation analysis also facilitates in revealing any multicollinearity problems. As per the experts, threshold of ±0.80, being the value of correlation coefficient between two predictors, indicates the possibility of multicollinearity (Field, 2009). Here, Table 3 demonstrates that no correlation coefficient among the predictors was more than ±0.80 threshold. So, the data had no multicollinearity issues in interpreting the results of the regression models.

Table 3: Mean, Standard Deviation and Bivariate Correlations among Variables

Variables	Mean	S.D.	EI	S	EP	EI X S	N
EI	4.2115	0.37981	1.000				600
Socialization	3.7890	0.74256	0.230†	1.000			600
EP	3.7612	0.34892	0.653†	0.562†	1.000		600
EI X Socialization	-	-	0.492†	0.522†	0.728†	1.000	600

Source: Author's own findings.

Note: †All values are significant (p < 0.01 < 0.05)

Normality of Data

Regarding the normality check of data, we have Kolmogorov-Smirnov test and Shapiro-Wilk test. But, they have limitations in case of large samples (n > 100). It is apprised that 'it is so easy to get significant results in case of large samples, and so a significant test's value does not inform us about the deviation from normality' (Field, 2009, p. 144). Accordingly, the techniques of skewness and kurtosis were applied to check the normality of data. The comfortable limits of ±1 for the absolute values and z-scores (standardized scores) below 1.96 at five per cent significance level were taken as criteria to confirm the normality status of data. Results displayed in Table 4 proved that all of the z-scores and absolute values of skewness and kurtosis were within their specified limits. Thus, data were found normal in all respect.

Table 4: Results of Normality Check of Data

Particulars	Emotional Intelligence	Socialization	Employee Productivity
N	600	600	600
Skewness	-0.070	-0.002	0.044
Z Sk.	0.70	0.02	0.44
Kurtosis	0.318	-0.142	- 0.165
Z Kt.	1.598	0.7135	0.8291

Source: Author's own findings.

Homogeneity of Variance Test

Experts recommend for checking the assumption of homogeneity of variance before running the analysis (Field, 2009). So, Levene's test was applied on the data of variables of EI, socialization and EP to see whether the scores' variation for the related groups was the same. For this purpose, data were classified into three groups according to three districts. As shown in Table 5, the significant values of Levene's test were greater than the cut-off of 0.05. This finding asserts the assumption of equality of variances for the purpose of regression analysis.

Table 5: Results of Levene's Test for Equality of Variance

Variable	F value	p value
EI	1.421	0.202*
Socialization	0.506	0.603*
EP	0.987	0.421*

Source: Author's own findings.

Note: *Non-significant at 5 per cent significance level

Multicollinearity Test

If a regression model consists of highly correlated independent variables, then it is said to be the presence of multicollinearity (Field, 2009). Table 6 makes it clear that the maximum Variance Inflation Factor (VIF) among the variables was 1.087, which is much less than 10. Furthermore, the minimum value of the tolerance was 0.920, which is well above the cut-off value of 0.20. Hence, all the variables were found within the acceptable range and the assumption of multicollinearity was not violated in any way.

Table 6: Results of Multicollinearity Test

Variable	Variance Inflation Value (VIF)	Tolerance Value (1/VIF)
EI	1.087	0.920
Socialization	1.063	0.941
EI X Socialization	1.045	0.957
Mean VIF	1.065	-

Source: Author's own findings

Inferential Statistics

In the form of primarily regression analysis has been applied on the selected sample to estimate the likely behaviour of the population under study.

Regression Analysis and Moderation Effect

The regression analyses have been conducted to test two null hypotheses as mentioned earlier. Therefore, while applying the multiple moderated regression analyses, two models were generated by using hierarchical method. Table 7 shows the summarized results, wherein Step 1 apprised 48.1 per cent impact of EI and socialization on EP. Additionally, B-values and highly significant t-values represented that the predictors (EI and socialization) was making a significant contribution to the respective model.

Moving further, in Step 2 model an interaction term between EI and socialization was also inserted to examine the effect of socialization as a moderator. As per the results, the interaction term increased the value of R^2 to 0.670, which means that EI as a predictor and socialization as a moderator impacted the perceived level of EP by 67 per cent. In other words, the interaction term improved the extent of predictability of model at second step by 18.9 per cent. Besides that, the independent variable (EI) and the interaction term (EI X S) had significantly contributed to this model as represented by B-values, highly significant beta (β) values and t-values. Moreover, the assumption regarding independence of errors was met successfully for the regression analysis as depicted by the values of Durbin-Watson test statistic (1.984). Experts opined that a much closer value of Durbin-Watson statistic to two confirms the independence of errors for the regression model (Field, 2009).

Table 7: Results of Moderated Hierarchical Multiple Regression Analyses

Model		R	R^2	Adjusted R^2	F value	p value	B	SE of B	β	t value
	Constant						3.761	0.011	-	-
Step 1	EI	0.693	0.481	0.479	276.645[†]	0.000[†]	0.377	0.031	0.793[†]	19.686[†]
	Socialization						0.285	0.016	0.607[†]	17.908[†]
	Constant						3.786	0.011	-	-
Step 2	EI	0.818	0.670	0.667	242.303[†]	0.000[†]	0.325	0.029	0.645[†]	19.670[†]
	Socialization						0.273	0.015	0.520[†]	18.399[†]
	EI X Socialization						0.485	0.040	0.704[†]	20.713[†]

Source: Author's own findings.
Note: [†]Significant values (p < 0.001 < 0.01 < 0.05)
ΔR^2 = 0.189 for Step 2 (p < 0.001)
Durbin-Watson = 1.984

Significant F-values, p-values, β-values and t-values rejected both null hypotheses (H_{01} and H_{02}) and observed the positive and significant direct impact of EI and moderating effect of socialization on EP of the sample participants. Finally, the empirical models of this study are represented by the following equations:

$$Model\ 1\ (Without\ moderating\ effect):\ EP_i = 3.761 + (0.377 * EI_i) + (0.285 * S_i) + \varepsilon_i$$

$$Model\ 2\ (With\ moderating\ effect):\ EP_i = 3.786 + (0.325 * EI_i) + (0.273 * S_i) + (0.485 * EI\ X\ S_i) + \varepsilon_i$$

DISCUSSION

Twentieth century witnessed the inception of 'EI concept'. Researchers consider EI as one of the important aspects of human behaviour that shapes an individual's entire personality. As per the past studies, women are more emotionally intelligent as compared to men. But, empirical work on EI along with socialization and EP, consisting of women participants, is scare. Thus, the present study contributed towards the concerned literature in Indian context. It was based on Indian conceptualization of these select variables with particular reference to women employees from banking sector. Another notable contribution of the present article was defining the role of EI as a predictor, socialization as a moderator and EP as a dependent variable in Indian settings. Results were found consistent with the initial proposition of the investigation that EI positively and significantly impacts EP and moderating effect of socialization improves this predictability. Some of the findings of this study were in accordance with past studies. The positive relationship between EI and socialization was noted during this attempt and it replicates the results given by Lopes et al. (2003; 2004). Likewise, the positive relationship between EI and EP, as found in this study, was also identified by Sendaro and Baharun (2020). An important finding of the study apprised that EI positively impacts EP with significance, which was consistent with those of Wong and Law (2002), Gujral et al. (2011), and Capannolo (2020). Thus, this study highlighted the relevance of EI and socialization for improving EP.

CONCLUSION

The key objective of this study was to contribute towards the literature on OB variables by examining the predictive impact of EI and moderating impact of socialization on EP. The study used a sample of women employees specifically to capture the feminine perspectives from Indian banking sector. Primarily, moderated hierarchical multiple regression analyses and some other statistical procedures including the correlation analysis were also employed to derive the conclusion from the primary data. Additionally, reliability, normality, homogeneity of variance, no multicollinearity and no autocorrelation were confirmed as well to make sure that the statistical results and findings were valid. After analysing the data, the main findings revealed that EI, socialization, and EP were positively correlated. Furthermore, EI was found as the significant direct predictor of EP and socialization had a significant moderating predictability of EP. Moreover, the interaction term including EI and socialization traits exerted a very strong influence on EP. In a nutshell, this investigation provided certain valuable inputs in Indian context.

LIMITATIONS OF THE STUDY, DIRECTIONS FOR FUTURE RESEARCH, AND PRACTICAL IMPLICATIONS

Although this study presents certain valuable inputs in Indian context with feminine perspectives, the research paper is marred with some limitations too. First, data were collected through self-reporting and close-ended structured survey questionnaire, which only describes the present perceived status of the respondents. Second, sample is selected only from Indian banking sector and thus it becomes a bit risky affair to generalize the results. Further, the present study derived results that are held to be true for a particular time and specific conditions and environment. Hence, some other circumstances may create variations. Third, as per the objectives of the study, only two research hypotheses have been set, and other areas of HRM have been excluded. Fourth, this study has used a self-developed survey questionnaire as data collection tool in place of adopting or adapting any previous ones. Fifth, the statistical tests applied here for data analyses may have some their own shortcomings that require a due consideration before drawing any conclusion. Sixth, IBM-SPSS (v. 21) statistical software has been used in this study for analyzing the data, while other more sophisticated software like R and AMOS were not used. Lastly, the researcher took precautionary measures to capture the unbiased responses from the sample respondents, but the probabilities of some amount of biasness cannot be overlooked.

The study presents a roadmap for future researchers. First, some qualitative or hybrid research approaches may be employed in future studies to explore the interesting domains of EI, socialization and EP in depth. Second, future researchers are suggested that they should collect data from different sectors and industries as well. Third, the male perspectives may be included in upcoming studies and accordingly gender comparisons should be drawn out. Fourth, researchers may use other variables like HR practices, job satisfaction, career advancement, organizational commitment and engagement, as there is a huge potential to enrich our understanding and knowledge. Fifth, other moderators may also be considered for examining the possible relationships. Finally, comparative studies between public and private sector bank employees, between urban and rural areas, among states, jointly or severally, using these traits may be attempted by future researchers.

This study contains a number of feasible and practical implications for researchers, HR practitioners, faculty members, banking authorities, employers and policy makers. First, the female perspectives presented in this study on EI, EP, socialization and other aspects should be included in policy-making and employee welfare practices. Second, more emphasis should be given to women employees' representation

and participation in the form of seminars, conferences and trade unionism. Third, the research scholars and academicians should try to select their research topics following the inductive approach and in case of empirical studies they should adopt deductive approach with more thrust on discussing the HR theories. Fourth, different fund providers should come forward and encourage core HR studies. Thus, the methodology employed in this work could be replicated in different cultures and organizational set-ups. This re-synthesis may be beneficial and fruitful for individuals and organizations as well.

REFERENCES

Adamu, S. O. (1991). Productivity data and nation building. *Journal of Industrial Relation, 5,* 21–26.

Aiken, L. S., West, S. G., & Reno, R. R. (1991). *Multiple regression: Testing and interpreting interactions.* Sage.

Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology, 63,* 01–18.

Anakwe, U. P., & Greenhaus, J. H. (1999). Effective socialization of employees: Socialization content perspective. *Journal of Managerial Issues, 11*(3), 315–329.

Ayiro, L. P. (2009). An analysis of emotional intelligence and the performance of principals in selected schools in Kenya. *Advances in Developing Human Resources, 11*(6), 719–746. https://doi.org/10.1177/1523422309360958

Bar-On, R. (2001). Emotional intelligence and self-actualization. In J. Ciarrochi, J. P. Forgas & J. Mayer (Eds.), *Emotional intelligence in everyday life: A scientific inquiry* (pp. 82–97). Psychology Press.

Bono, J. E., & Vey, M. A. (2005). Toward understanding emotional management at work: A quantitative review of emotional labor research. In C. E. Hartel, et al. (Eds.), *Emotions in organizational behavior* (pp.213–233). Lawrence Erlbaum Associates.

Boyatzis, R. (1982). *The competent manager.* Wiley & Sons.

Burt, R. S. (1992). *Structural holes: The social structure of competition.* Harvard University Press.

Capannolo, G. (2020). *Self-managing employees' emotional intelligence to engage in innovative work behaviour* [Unpublished master thesis]. University of Twente, Enschede, Netherlands.

Caruso, D. R., Mayer, J., & Salovey, P. (2002). Relation of an ability measure of emotional intelligence to personality. *Journal of Personality Assessment, 79*(2), 306–320.

Church, A. H. (1997). Managerial self-awareness in high-performing individuals in organizations. *Journal of Applied Psychology, 82,* 281–292.

Combs, G. M. (2003). The duality of race and gender for managerial African American women: Implications of informal social networks on career advancement. *Human Resource Development Review, 2*(4), 385–405. https://doi.org/10.1177/1534484303257949

Danielson, M. M. (2004). A theory of continuous socialization for organizational renewal. *Human Resource Development Review, 3*(4), 354–384. https://doi.org/10.1177/1534484304271528

Day, A. L., & Carroll, S. A. (2004). Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviours. *Personality and Individual Differences, 36,* 1443–1458.

Escoda, N. P., & Alegre, A. (2016). Does emotional intelligence moderate the relationship between satisfaction in specific domains and life satisfaction? *International Journal of Psychology and Psychological Therapy, 16*(2), 131–140.

Fambrough, M. J., & Hart, R. K. (2008). Emotions in leadership development: A critique of emotional intelligence. *Advances in Developing Human Resources, 10*(5), 740–758. https://doi.org/10.1177/1523422308323542

Feldman, B. L., Lane, R. D., Sechrest, L., & Schwartz, G. E. (2000). Sex differences in emotional awareness. *Personality and Social Psychology Bulletin, 26,* 1027–1035.

Ferreira, A., & Du Plessis, T. (2009). Effect of online social networking on employee productivity. *South African Journal of Information Management*, *11*(1), 01–11.

Field, A. (2009). *Discovering statistics using SPSS.* Sage.

Fineman, S. E. (Ed.). (2000). Commodifying the emotionally intelligent. In *Emotion in organizations* (pp. 101–115). Sage.

Fiorillo, D., & Nappo, N. (2014). Job satisfaction in Italy: Individual characteristics and social relations. *International Journal of Social Economics, 41*(8), 683–704. https://doi.org/10.1108/IJSE-10-2012-0195

Ford, M. E. & Tisak, M. S. (1983). A further search for social intelligence. *Journal of Educational Psychology, 75,* 196–206.

Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership and Organization Development Journal, 23,* 68–78.

George, J. M. (2000). Emotions and leadership: the role of emotional intelligence. *Human Relations, 53*(8), 1027–1055.

Goleman, D. (1998). *Working with emotional intelligence.* Bantam Books.

Granovetter, M. S. (1973). The strength of weak ties. *American Journal of Sociology*, *78*(6), 1360–1380.

Grant, J. (1988). Women as managers: What can they offer to organisations? *Organisational Dynamics, 1,* 56–63.

Gujral, H., Ahuja, H., & Jaya, K. (2011). Impact of emotional intelligence on teamwork: A comparative study of self-managed and cross functional teams. *Zenith International Journal of Multidisciplinary Research, 1*(6), 57–80.

Hall, D. T. (2002). *Careers in and out of organizations (Foundations for organizational science series).* Sage.

Hanaysha, J. (2016). Improving employee productivity through work engagement: Empirical evidence from higher education sector. *Management Science Letters, 6,* 61–70. https://doi.org/10.5267/j.msl.2015.11.006

Harlow, R. F., & Canton, N. (1996). Still participating after all these years: A study of life task participating in later life. *Journal of Personality and Social Psychology, 71*(6), 1235–1249.

Hearn, J. (1993). Emotive subjects: Organizational men, organizational masculinities and the (de)construction of "emotions." In S. Fineman (Ed.), *Emotion in organizations* (pp. 142–166). Sage.

Hochschild, A. R. (1983). *The managed heart.* Berkeley.

Huy, Q. N. (1999). Emotional capability, emotional intelligence, and radical change. *Academy of Management Review, 24*(2), 325–345.

Ibrahim, R., Boerhannoeddin, A., & Kayode, B. K. (2017). Organizational culture and development: Testing the structural path of factors affecting employees' work performance in an organization. *Asia-Pacific Management Review, 22,* 104–111. https://doi.org/10.1016/j.apmrv.2016.10.002

Ismail, A. I., Majid, A. H. A., Jibrin-Bida, M., & Joarder, M. H. R. (2019). Moderating effect of management support on the relationship between human resource practices and employee performance in Nigeria. *Global Business Review.* https://doi.org/10.1177/0972150918811487

Jordon, P. J., & Troth, A. C. (2002). Emotional intelligence and conflict resolution: Implications for human resource development. *Advances in Developing Human Resources, 4*(1), 62–79.

Jyoti, J., & Sharma, P. (2017). Empirical investigation of a moderating and mediating variable in between mentoring and job performance: A structural model. *Journal of Work and Organizational Psychology.* https://doi.org/10.1016/j.rpto.2017.01.002

Kohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education.* Routledge.

Krishnaveni, R., & Deepa, R. (2013). Controlling common method variance while measuring the impact of emotional intelligence on well-being. *Vikalpa, 38*(1), 41–47.

Lambert, S. J. (2000). Added benefits: The link between work-life benefits and organizational citizenship behavior. *Academy of Management Journal, 43*(5), 801–815.

Langley, A. (2000). Emotional intelligence: A new evaluation for management development. *Career Development International, 5*(3), 177–183.

Lin, N. (1982). Social resources and instrumental action. In N. Lin (Ed.), *Social structure and network analysis* (pp. 131–145). Sage.

Lin, N. (2001). *Social capital: A theory of social structure and action*. Cambridge University Press.

Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Prentice-Hall.

Lopes, P. N., Brackett, M. A., Nezlek, J. B., Schutz, A., Sellin, I., & Salovey, P. (2004). Emotional intelligence and social interaction. *Personality and Social Psychology Bulletin, 30,* 1018–1034.

Lopes, P. N., Salovey, P., & Straus, R. (2003). Emotional intelligence, personality, and the perceived quality of social relationships. *Personality and Individual Differences, 35,* 641– 658.

Lu, L. (1999). Work motivation, job stress and employees' well-being. *Journal of Applied Management Studies, 8*(1), 61–72.

Luthans, F. (2011). *Organizational behavior: An evidence-based approach.* McGraw Hill/Irwin.

Lyons, J. B., & Scheneider, T. R. (2005). The influence of emotional intelligence on performance. *Personality and Individual Differences, 39,* 693–703.

Marshall, J. (1993). Viewing organisational communication from a feminist perspective: A critique and some offerings. In S. Deetz (Ed.), *Communication yearbook* (pp. 122–141). Sage.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 03–31). Basic Books.

McClure, E. B. (2000). A meta-analytic review of sex differences in facial expression processing and their development in infants, children and adolescents. *Psychological Bulletin, 126,* 424–453.

Mishra, P. S., & Mohapatra, A. K. D. (2010). Relevance of emotional intelligence for effective job performance: An empirical study. *Vikalpa, 35*(1), 53–61.

Mitchell, R. J., Ozminkowski, R. J., & Serxner, S. (2013). Improving employee productivity through improved health. *Journal of Occupational and Environmental Medicine, 55*(10), 1142–1148. https://doi.org/10.1097/JOM.0b013e3182a50037

Mustafa, M., Santos, A., & Chern, G. T. (2016). Emotional intelligence as a moderator in the emotional labour-burnout relationship: Evidence from Malaysian HR professionals. *International Journal of Work Organisation and Emotion, 7*(2), 143–164.

Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of Management Review, 23*(2), 242–266.

Oginska-Bulik, N. (2005). Emotional intelligence in the workplace: Exploring its effects on occupational stress and health outcomes in human service workers. *International Journal of Occupational Medicine and Environmental Health, 18*(2), 167–175.

Olimat, M. (2016). The application of Daniel Goleman scale for emotional intelligence and its relationship with achievement and quality of life among Al Yarmouk University students. *International Journal of Education, 8*(2), 88–104.

Opengart, R. (2005). Emotional intelligence and emotion work: Examining constructs from an interdisciplinary framework. *Human Resource Development Review, 4*(1), 49–62. https://doi.org/10.1177/1534484304273817

Othman, S. A. & Mahmood, N. H. N. (2020). Linking level of engagement, human resource practices and employee performance among high-potential employees in Malaysian manufacturing sector. *Global Business Review.* https://doi.org/10.1177/0972150919877342

Palmer, B., Donaldson, C., & Stough, C. (2002). Emotional intelligence and life satisfaction. *Personality and Individual Differences, 33*(7), 1091–1100.

Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of emotional intelligence. *Personality and Individual Differences, 29,* 313–320. https://doi.org/10.1016/S0191-8869(99)00195-6

Pradhan, R. K., Jena, L. K., & Bhattacharya, P. (2016). Impact of psychological capital on organizational citizenship behavior: Moderating role of emotional intelligence. *Cogent Business & Management, 3,* 01–16. https://doi.org/10.1080/23311975.2016.1194174

Robbins, S. P., Judge, T. A., & Vohra, N. (2017). *Organizational behavior.* Pearson India Education Services.

Saari, S. (2006). Productivity theory and measurement in business. *Proceedings of European Productivity Conference.* Espoo, Finland.

Salovey, P. & Grewal, D. (2005). The science of emotional intelligence. *Current Directions in Psychological Science, 14*(6), 281–285.

Salovey, P., & Mayer, J. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9*(3), 185–211.

Sandiford, P., & Seymour, D. (2000, August 18-20). *Learning emotion rules in English public houses: Socialization and training* [Paper presentation]. The Second International Conference on Emotions and Organizational Life, Toronto, Canada.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25*(2), 167–177.

Seal, C. R., Boyatzis, R. E., & Bailey, J. R. (2006). Fostering emotional and social intelligence in organizations. *Organization Management Journal, 3,* 190–209.

Sendaro, A. A. & Baharun, R. (2020). Mediating role of individual market orientation in emotional intelligence and job performance relationship for banking industry. *Global Business Review, 21*(1), 18–30. https://doi.org/10.1177/0972150919850406

Slaski, M. C., & Cartwright, S. (2003). Emotional intelligence training and its implications for health, stress, and performance. *Stress and Health, 19,* 190–199.

Storberg, J. (2002). The evolution of capital theory: A critique of a theory of social capital and implications for HRD. *Human Resource Development Review, 1*(4), 468–499. https://doi.org/10.1177/1534484302238437

Verma, S. (2019). *Influence of organisational attributes on work-life balance of women employees in commercial banks* [Unpublished doctoral dissertation]. Hemvati Nandan Bahuguna Garhwal (Central) University, Srinagar-Garhwal, Uttarakhand, India.

Weerarathna, R. S. (2014). The relationship between conflicts and employee performance: Case of Sri Lanka. *International Journal of Scientific & Engineering Research, 5*(5), 1270–1277. https://doi.org/10.13140/RG.2.1.4242.7288

Weinberger, L. A. (2009). Emotional intelligence, leadership style, and perceived leadership effectiveness. *Advances in Developing Human Resources, 11*(6), 747–772. https://doi.org/10.1177/1523422309360811

Wong, C. & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly, 13,* 243–274.