

Investigating How Emotional Intelligence Shapes The Delegatory Skills Of Managers In The Banking Sector.

Dr. Mohanadasan T^{1*},

^{1*}Associate Professor and Research supervisor, Department of PG studies and research in commerce, Government Victoria college palakkad, Kerala state, India.678001. Email Id: mtlifeisbeautiful@gmail.com Ph: 09249758697

ABSTRACT:

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

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

Biographical notes:

Dr. Mohanadasan T works as associate professor and research supervisor in the Department of Postgraduate Studies and Research in Commerce at Government Victoria College Palakkad. His studies mostly centre on "Human Resource Management," and he has twelve years of research experience in "commerce and management research." He has written one book in the area of "Emotional Intelligence and managerial skill" and published *twenty* research papers in reputed publications, including those that are indexed by Scopus and published by reputed publishers. In numerous national and international seminars and workshops, he has presented research papers.

1. INTRODUCTION

In his famous quote from 1889, Vincent Van Gogh said, "Little feelings are the big captains of our life, and we blindly follow them without even recognizing it." Emotions are what distinguish people from one another. The way a man feels affects his destiny and shapes how he sees the world. The phrase "the world is as the mind thinks of it; the world is as the mind sees and feels it." Mano Matram Jagat; Mano Kalpitam Jagat" as expressed by T.N. Sethumadhavan, 2010; is from the Hindu philosophical text "Mano Matram Jagat".

As humans, we are very complex species, both emotionally and intellectually. Although they are able to assess situations with their rational minds, it is their capacity to comprehend and sympathize with others that gives them their "human" quality. The ability to think logically and analytically has long been viewed as a hallmark of intellectual prowess. Traditional intelligence tests focused exclusively on a candidate's ability to think logically. According to Woodworth (1940), it was believed that IQ tests were valid if they measured a person's ability to control their emotions in situations that would normally elicit fear, anger, or curiosity. Having strong feelings was thought to be distracting and cause one to lose their rational faculties. A humanist from the sixteenth century named Erasmus of Rotterdam claimed that "Jupiter has bestowed far more passion than reason; you could calculate the ratio as 24 to one." He allied the flaming tyrants of rage and desire against the lone tyrant of Reason. Everyday human experience (as mentioned by Goleman, 1995) reveals how far reason may win over emotion and instinct.

One essential managerial skill is delegation. However, some people find it extremely difficult to implement. A manager needs to be proficient in the art of assigning tasks to his subordinates in order for the business to succeed. Good managers know what tasks to assign so that they have time to plan, work with others in the company, and keep an eye on their employees' performance while providing them with opportunities for growth and feedback. Delegation is a two-way process that requires deliberate consideration to succeed rather than a one-way approach where everyone gets along

and bosses others around. Since people are involved, it is important to pay attention to their opinions in order to get support. Effective management can enhance workplace productivity and efficiency, boost employee retention, and foster stronger bonds and trust among co-workers. Conversely, mismanagement can result in low employee morale, subpar work, and non-delivery (Cooper, 2013). Prior to beginning any task or project, managers must determine who is qualified for the position and has the necessary abilities. To attract the best personnel, this could be accomplished by employing job design procedures that are followed by observations, interviews, and questionnaires (Cascio, 2013). Organizations benefit greatly from delegation, yet managers still struggle to use it to their full potential. Although the term "delegation" has many different meanings and purposes, at its core, it refers to the process of assigning authority and power to carry out specific duties. It addresses the distribution of power in order to ensure the proper completion of assigned duties. Since there are no guarantees that delegated tasks will be delivered as expected and on time, there is a need to understand the success factors of delegation (Mathebula, Benedict & Barnard, Brian 2020). Over the years, various models, frameworks, and management theories have been established and investigated to facilitate effective delegation. One such theory is game theory, which emphasizes the autonomy of the manager (principal) and subordinate (agent) to make decisions (Bendor, Hammond, & Glazer, 2011). This study paper aims to investigate the effect of emotional intelligence on managers' delegation abilities in different banking sectors in Kerala.

2. REVIEW OF LITERATURE:

2.1 Emotional Intelligence:

A state of feeling known as emotion includes thoughts, physical changes, and an outward display or behaviour, and it has fascinated and perplexed theologians, psychologists, philosophers, scientists, and researchers for centuries, with which work on the subject continues to this day. Theologians study emotion control as a means of self-realization, whereas psychologists and sociologists study emotions in connection to the individual and society. However, researchers in the field of natural sciences are interested in the history and function of human emotions. Daniel Goleman has done incredible work in the field of EI by making it accessible to a wider audience and popular enough that it got the cover of the "Times" on the first try. He made numerous claims that bordered on exaggeration in his 1995 book "Emotional Intelligence: Why it can matter more than IQ." He used general terms, stating that emotional intelligence accounted for about 90% of the difference (Goleman, 1998) between an ordinary performer and star performers. Goleman became interested in the idea of emotional intelligence after reading Salovey and Mayer's writing, and the results of his investigation led him to suggest a four-link model with twenty emotional abilities as its constituent parts. His "absurdly all-encompassing" personality traits, for example, differentiate him from Salovey and Mayer's theory of EQ (Locke, 2005). He argues that one may learn and develop such emotional abilities, rather than having them come naturally. In turn, he believes that the ability to develop these soft skills is inherent in every person as a form of latent, innate intelligence. Emotional intelligence is like apples and applesauce, according to Goleman (2003). In contrast to emotional intelligence, however, emotional skills may be taught. His 2001 thesis has four pillars: self-knowledge (cognitive, affective, and behavioral), self-confidence, and self-reliance. Consistency, honesty, conscientiousness, adaptability, productiveness, and initiative all fall under b) self-control. b) A propensity for social awareness, characterized by such traits as empathy, social orientation, and an appreciation for the significance of group dynamics. A few examples of what d) Relationship management entails are: bonding, teamwork, cooperation, communication, leadership, conflict resolution, and facilitating change.

Goleman (1998) made emotional intelligence a household term in the corporate sector with his seminal piece in the Harvard corporate Review. He stated that effective leaders must be able to recognize and control people's emotions. Entry criteria, or "threshold skills," included things like a solid technical background and a high Intelligent Quotient (IQ). Successful people, however, are those who are able to collaborate well with others and establish strong teams. Emmerling and Goleman (2003), Cherniss et al. (1998), and Boyatzis and Oosten (2002) all reached the same result that emotional intelligence was more crucial for career success, despite the fact that having a high IQ is necessary to land a job. The Emotional Competence Inventory (ECI) by Goleman is a multiple-rater tool that enables evaluations of an individual's emotional intelligence from peers, managers, and direct reports as well as from them directly (Stys & Brown, 2004). Richard Boyatzis (1994) created the SAQ as a tool to assess managing, executive, and leadership skills. The original SAQ questionnaire (Boyatzis et al., 2000) was validated by hundreds of managers, executives, and leaders from across North America, and this new instrument depends on this work for 40 percent of its content. In an effort to provide a test that can be used anywhere, the ECI revamped the SAQ. The SRQ has been revised to incorporate additional content areas and expand its scope of assessment. In 1999, the ECI was redesigned and rebuilt based on analyses of item reliability and inter correlation using data from a sample of 596 managers and salespeople. This study sought to ascertain whether there were factors that distinguished high-performing managers from ordinary ones within the Johnson & Johnson Consumer & Personal Care Group. Positive emotional competence was linked to higher performance, and this finding was statistically significant (Cavallo & Brienza, 2004).

Emotional intelligence, according to Bar-On's approach (Bar-On, 2002), is more process- than outcome-oriented, emphasizing potential rather than actual achievement. Emotional intelligence is seen to be something that can be taught,

programmed, and honed through time (Stys and Brown, 2004). Unlike Golema's approach, Bar-On's include strategies for dealing with stress as well as positive emotions like optimism and happiness. Reality testing measures a person's awareness of the discrepancy between a situation's true meaning and their interpretation of it. Impulse control is the capacity to resist behaving hastily in response to a circumstance. The five main parts of Bar-On's (2006) model are then broken down into fifteen smaller parts. a) Inward characteristics include autonomy, assertiveness, self-respect, and a healthy sense of self-worth. b) Social and relationship skills, such as empathy, social responsibility, and interpersonal skills; c) adaptability, including reality testing, flexibility, and problem solving; d) stress management, including stress tolerance and impulse control; and e) general mood components, such as optimism and a positive outlook. Bar-On (2006) describes the concept as "emotional social intelligence" (ESI) rather than just "emotional intelligence" or "social intelligence," as several authors have done. ESI, according to him, is "a mosaic of related emotional and social abilities, skills, and tools that affect how well we comprehend and express ourselves, understand and relate to others, and cope with daily pressures." Emotional intelligence is crucial to one's happiness and mental health, and Bar-On's model connects the two (Bar-On, 2010; and 2006). People with a high emotional quotient (EQ), in his view, are more capable of handling the pressures of daily life. A self-report tool called the Emotional Quotient Inventory (EQ-i) used to assess ESI, places more emphasis on a person's adaptability in the face of adversity than on one's inherent personality or intelligence (Bar-On, 2002). The capacity to examine one's own feelings and emotions as well as those of others, to distinguish between them, and to utilize this information to inform one's thoughts and actions, according to Mayer and Salovey's definition of emotional intelligence from 1990, "we find the term "emotional intelligence." They theorized that people's ability to "solve problems and regulate behavior" hinged on their ability to recognize and control the "affective information" that permeates every endeavor. They imagined a set of abilities that, taken together, would allow a person to keep their feelings in check. The three general talents they identified were "appraisal and expression of emotion," "regulation of emotion," and "use of emotion."

Emotional intelligence theory has the potential to foretell and enhance people's practical abilities. Some people think that a better quality of life may be achieved by learning to recognize, assess, and control one's own emotions and the emotions of other people. Since the theory's claim can only be accepted if it can be put into practice, the first and foremost difficulty for theorists is to create or refine a reliable instrument for measuring and assessing a person's emotional skills. By doing this, we will also address the more important question of whether emotional intelligence is a brand-new intelligence or merely an old one that has been repackaged. Too many definitions and techniques are another problem for the theory. As a result, many have stopped taking the idea seriously and started treating the notion as it does not exist. Cherniss et al. (2006) point out that despite a century of research, there is still disagreement over what IQ is and how it should be tested. It is time to re-examine the usage of different standards to judge or assess EI.

Brackett and Salovey (2021) have presented a comprehensive overview of the current tools and assessments available for gauging emotional intelligence (EI). In their article, they examine both established and emerging methods for assessing EI, providing valuable insights into the credibility and accuracy of these tools. This article serves as a valuable reference for researchers, educators, and professionals. Mayer and Salovey (2022) revisit their Four-Branch Model in their article. They thoroughly explore the four facets of emotional intelligence, encompassing the abilities to perceive, employ, comprehend, and regulate emotions. The authors offer a sophisticated and intricate view of the model and its implications for comprehending human emotional capacities. Their article adds to the continuous conversation regarding the essence and evaluation of emotional intelligence (EI).

Côté and Miners (2021) have authored a comprehensive review article that delves into the connections between emotional intelligence (EI), cognitive intelligence (CI), and job performance. Their review explores the impact of both EI and CI on outcomes in the workplace and discusses how these two forms of intelligence interact to shape an individual's performance at work. The insights provided in this review hold valuable implications for organizations and HR professionals striving to grasp the role of EI in achieving success in jobs. Furthermore, Palmer, Walls, Burgess, and Stough (2021) have carried out a systematic review that explores the correlation between emotional intelligence (EI) and effective leadership. The authors have synthesized findings from a range of studies, presenting insights into how EI influences leadership effectiveness. Their review underscores the importance of EI in leadership roles and offers valuable information for the development of leadership programs and organizational practices.

2.2 Delegating skill:

A purposeful transfer of work from one person to another is referred to as delegation. According to this, delegation is a suitable method of reducing the workload of the manager on the employee. Employees can successfully complete tasks that are assigned to them, according to research (Riisgaard, Nexø, Le, Sndergaard, & Ledderer, 2016). Delegation, according to Stonehouse (2015), is the act of accomplishing tasks through the use of others by giving them authority and control over the activity. This is based on the relationship between the person assigning the work and the person executing it, as well as on the concepts of authority and accountability. Giving responsibility means that the individual conducting the work has an obligation to do it on the basis of competency, relationship, and trust. Managers keep an eye on the tasks that have been delegated and the feedback processes to ensure that the activities will be completed in accordance with the original specifications. Success in delegation can be impacted by organizational hierarchy, job

design, and culture. (Barnard, Brian, and Benedict Mathebula 2020). Delegation enables the transfer of power from the management to the subordinates and allows subordinates to participate in decision-making. It gives subordinates the ability to command and affect the course of action. Because it improves the efficiency and effectiveness of delivery, delegating authority to subordinates is advantageous to the organization and a kind of efficient management. According to Liberman and Boehe (2011), delegation fosters learning opportunities and improves responsiveness and knowledge exchange.

The statement "Delegation implies that one has been empowered by one's superior to take responsibility for certain activities" was made by Bass (Bass, 1990, p. 437). Empowerment and delegation are closely connected concepts. Self-efficacy is connected to the motivational idea of empowerment. When someone feels accountable for important duties, they feel psychologically empowered. When individuals feel capable and like they can make a difference, they also feel empowered. Earlier studies conceptualized empowerment as a leader behavior akin to delegation (e.g., Locke and Schweiger, 1979; Miller and Monge, 1986; Cotton, 1988, 1993), but more recently it has been described as a constellation of psychological states that employees experience (e.g., Sigler and Pearson, 2000; Niehoff et al., 2001; Randolph and Kemery, 2011; Frazier and Fainshmidt, 2012; Maynard et al.2014). When employees are given responsibility or authority, they typically discover that they are presented with a difficult, complex task to do on their own; the task may call for a high level of ability and may be important.

Delegation can thus provide employees a sense of purpose in their work and ownership over project outcomes. According to Yukl and Fu (1999), managers are more inclined to delegate to subordinates who have been working for them for a long time and are exceptionally competent. They are also more willing to delegate to subordinates who are managers. As a result, when subordinates are given responsibility, they could feel trusted, important to the organization, and have a greater standing inside it (Gardner et al., 2004; Chen and Aryee, 2007). Delegation may also increase a subordinate's self-confidence and give them the impression that they are competent to complete duties and that their actions matter. Delegation gives employees a sense of purpose, perceptions of self-efficacy and self-determination, and the perception that they have an impact, all of which have been identified as essential components of empowerment (Thomas and Velthouse, 1990; Spreitzer, 1995). Delegation also enables subordinates to exercise self-direction and control.

According to Kvanz (2016), managers must possess inherent leadership skills in order to properly delegate. He underlined that a great leader must have respect and appreciation for others as fundamental qualities. Rather than the elaborate projects he completed, a leader would be remembered for the way he treated others around him. A leader must always work to be fair, consistent, asking for feedback, doing well, and creating goals in order to demand respect. According to Wang and Poutziouris (2010), leaders who refuse to relinquish control end up doing the majority of the work, operate their organizations autocratically, and delegate little. Delegation skills are highly developed in leaders who value people, are transparent, and take into account all stakeholders. The fundamental element of delegation is the transfer of power from management to subordinate.(Somek, 2015). Delegation, according to Somek, is a relationship based on trust rather than a legally enforceable one. Without trust, authoritarian rule prevails. When there is a lack of confidence, information is withheld, which leads to a chain of delegation because the boss is not open with his staff. Because everyone in a position of authority wants things done their way and would, at most, claim that obeying them is in the best interests of the subordinates, this can lead to disobedience (Somek, 2015). The authoritarian practice of delegating through obedience is ineffective and risky (Somek, 2015). Delegation should be a confidential arrangement where both the delegator and the delegatee share in the success of the result.

According to research (Jha, 2004), there is a connection between delegation and job satisfaction. Job features such as variety, task identity, autonomy, flexibility, feedback, interfacing with others, and friendship all affect job happiness. Effective delegation involves the volume of delegation, the delegation process, and the facilitation of the delegation (Jha, 2004). More so than simply participating, delegation gives subordinates more influence (Jha, 2004). According to Yukl and Fu (1999), satisfaction is influenced by the subordinate's competence, the manager's openness to sharing knowledge, and their working relationship. According to research done by Tietjen and Myers (1998), a variety of elements, such as autonomy, challenge, and interest, which enable subordinates to experience their own personal success, are dependent on satisfaction. On the other side, role mismatch and conflict may have a detrimental impact on job satisfaction, according to Glisson and Durick (1988). According to Schyns, Maslyn, and Weibler (2010), managers should spend time with their staff members who improve the caliber of their connections and trust. To maintain the partnership, it is important to establish ground rules and communication techniques up front. According to research, subordinates' support and mutual trust foster an atmosphere of openness that results in higher-quality work (Lee, 1998).When leaders encourage others to achieve and demonstrate an interest in their growth, they gain the trust of their followers. According to Eveden & Anderson (1992), delegation is successful when it involves giving subordinates meaningful work, autonomy, responsibility, and challenges.To ensure that the message is heard and understood and that tasks and activities are completed quickly, Moss and Warnaby (1998) emphasized the importance of communication in delegation. Heavy information loads may be the outcome of fluid and dynamic work environments. Although it helps with information handling, stacking might have a negative effect on quality. Delegation stacking may be common, hence it is important to handle it appropriately (Anthony & Vidal, 2010).

Upon reviewing the prior research in this area, it was discovered that no studies had specifically examined the effect of emotional intelligence on the delegation abilities of bank managers. In light of this, this study aims to examine how emotional intelligence affects the delegation abilities of bank managers working in Kerala's public, old, and new private sectors..

3. Material and methods:

3.1 Data and methodology:

A non-experimental, quantitative, cross-sectional, and correlational analysis served as the foundation for this descriptive study. All of Kerala's managers working for public sector banks, established private sector banks, and emerging private sector banks comprise the study's population. The study is based on primary data that was gathered via a structured questionnaire from a subset of Kerala bank managers. A pilot research was carried out utilizing the initial questionnaire distributed to fifty bank managers. In order to incorporate adjustments into the preliminary questionnaire, a detailed analysis of the data received from 50 respondents was conducted, with variances noted. Thus, using 56 statements recorded on a **five-point scale**, a reliability analysis was conducted on the replies relevant to the managers' emotional intelligence and delegating capability. An attempt was made to use the traditional Cronbach Alpha Model for reliability. Table 01 below displays the final Alpha value for each variable in relation to the number of statements under study.

Table 01: Cronbach Alpha for the variables selected for the study

Sl.No.	Variable	No of Statements	Cronbach's Alpha
1	Self-awareness	12	0.961
2	Self-management	13	0.960
3	Social awareness	07	0.912
4	Social skills	16	0.952
5	Delegating skill	08	0.982

The sample size was determined using the data on variances from the pilot research, assuming a 5 percent error level in the estimates of the means of these 56 responses. The formula $n \geq (1.96 s/d)^2$ is applied; where "d" is the standard error of the population parameter estimate, "s" is the estimated standard deviation, "n" is the sample size, and 1.96 is the critical value from the normal test at the five percent significance level. Out of all the sample sizes derived from the responses to all the assertions, the calculated sample size of 343 was the largest. As a result, the study's sample size was ultimately set at 350.

To choose a sample of bank managers from the entire list of bank managers in Kerala, a multi-stage stratified random sampling technique was used. The number of bank managers in Kerala is relatively high. Kerala was therefore split into three zones in the first stage: the South, Central, and North zones. The banks were then categorized based on whether they belonged to the public or old or new private sectors. In phase two, a district was selected from each zone. Trivandrum district was chosen from south zone, Ernakulum District from central zone and Malappuram district from north zone.

A **multi-stage stratified random sampling** technique was applied for the selection of sample bank managers from the complete list of bank managers in Kerala. The population for the bank managers in Kerala is very large. As a result, Kerala was divided into three zones in the first stage—South zone, Central zone, and North zone—and the banks were divided into categories according to whether they were part of the public, old/ new private sectors. Each district was chosen from each zone in the second stage. Trivandrum district was chosen from south zone, Ernakulum District from central zone and Malappuram district from north zone. In the third stage, managers were selected proportionately from each category of bank in each district in order to provide the required sample size of 350.

3.2 Demographics of the Bank managers:

Table 02 summarizes the sampled managers' demographics. The majority of upper-level managers are men. The vast majority of managers are uptown city dwellers with a college degree. The bulk of the managers in the group are between the ages of 41 and 50, while there is a considerable presence from other age groups. Many managers even follow Hinduism, and the vast majority of them are married and are having nuclear families.

Table 02. Descriptive of the sample managers:

variables	category	No. of respondents	%
gender	male	269	76.85
	female	81	23.15

	Trans Gender	00	00
Area of residence	urban	109	31.14
	Semi-urban	79	22.57
	Rural	162	46.29
Academic level	Graduate level	221	63.14
	Post graduate level	129	36.86
	Professional qualification	00	00
Age(in years)	21-30	41	11.71
	31-40	109	31.14
	41-50	141	40.29
	51-60	59	16.86
Marital Status	Married	299	85.43
	Unmarried	47	13.43
	Widow/widower	04	1.14
Religious affiliation	Hindu	209	59.71
	Muslim	54	15.43
	Christian	87	24.86
	others	00	00
Family pattern	Nuclear	278	79.43
	Joint	72	20.57
Number of family members	3	39	11.14
	4	169	48.29
	5	69	19.71
	6	36	10.29
	7	30	08.57
	8	07	02.00

4. Results and discussion

4.1 Effects of manager demographics on their Emotional Intelligence:

Table 03 displays the results of chi-square tests that demonstrate no significant association between demographic variables and the emotional intelligence of the sample of bank managers. These variables include gender, level of education, and religious affiliation. The p-values were all more than 0.05.

Table 03: demographic influences on managers' emotional intelligence:

<i>Demographics</i>	<i>Chi-square</i>	<i>p- Value</i>
Gender	58.866	0.554
Education	72.943	0.141
Religion	93.452	0.916

Source: Survey data

4.2 Sector wise comparison of Emotional intelligence of mangers:

The MANOVA test was used to examine the differences in emotional intelligence across managers working in different sectors. Tables 04, 05, and 06 below present the analysis' findings.

Table 04: MANOVA (EI)

Multivariate Tests^a					
Effect	Value	F-value	Hypothesis df	Error df	Sig.
Pillai's Trace	.992	10217.148 ^b	4.000	344.000	.000*
Wilks' Lambda	.008	10217.148 ^b	4.000	344.000	.000*

	Hotelling's Trace	118.804	10217.148 ^b	4.000	344.000	.000*
	Roy's Largest Root	118.804	10217.148 ^b	4.000	344.000	.000*
Banking sectors	Pillai's Trace	.056	2.488	8.000	690.000	.012*
	Wilks' Lambda	.945	2.490 ^b	8.000	688.000	.011*
	Hotelling's Trace	.058	2.493	8.000	686.000	.011*
	Roy's Largest Root	.044	3.827 ^c	4.000	345.000	.005*

a. "Design: Intercept + sector" ; b. Exact statistic
 c. "The statistic is an upper bound on F that yields a lower bound on the significance level".

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

Table 05. Tests of Between-Subjects Effects- (EI)

Source	Dependent Variable	Type I Sum of Squares	df	Mean Square	F	Sig.
Sector	Self Awareness	249.340	2	124.670	6.644	.001*
	Self Management	125.422	2	62.711	3.304	.038*
	Social Awareness	80.473	2	40.237	4.788	.009*
	Social Skills	212.830	2	106.415	4.044	.018*

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

Table 06: Mean scores of EI variables:

EI Variables	sectors	Mean	Std. Error
Self Awareness	Public Sector	51.899	.287
	Old Private Sector	53.076	.452
	New Private Sector	49.833	.791
Self Management	Public Sector	55.044	.289
	Old Private Sector	55.587	.454
	New Private Sector	53.233	.795
Social Awareness	Public Sector	29.662	.192
	Old Private Sector	30.402	.302
	New Private Sector	28.600	.529
Social Skills	Public Sector	66.759	.340
	Old Private Sector	67.120	.535
	New Private Sector	64.133	.937

"Source: Survey Data"

The aggregate mean scores of the managers on the four emotional intelligence measures for the three sectors were significantly different, as shown in Tables 04, 05, and 06, respectively. At the 5% level, the potent Pillai's Trace test-driven MANOVA is significant ($p=0.01$). When the four sector-based variables are taken into account independently, the variation can be found statistically significant for all the variables in the test of Between-subject effects ($p=0.001, 0.038, 0.009, 0.018$). The Estimated Marginal Means of the EI Variables show that Old generation Private Sector Bank Managers have higher levels of "Self Awareness", "Self-Management", "Social Awareness," and "Social Skill" than Managers in the Other Two Sectors.

4.3 Sector wise comparison of Delegating skill of managers:

One Way ANOVA was used to assess the variation in the "Delegating skill" of managers working in various banking sectors in the state, and the findings are shown in Tables 07 and 08.

Table 07. Sector wise Estimated Marginal Means of Delegating skill.

Delegating skill (Dependent Variable)						
Sectors (Independent variable)	Mean	Std. deviation	Std. Error	95% Confidence Interval		
				Lower Bound	Upper Bound	
Public sector	33.9956	3.82376	.25323	33.4966	34.4946	
Old private sector	36.6957	1.28165	.13362	36.4302	36.9611	
New private sector	34.1000	2.66975	.48743	33.1031	35.0969	
Total	34.7143	3.45475	.18466	34.3511	35.0775	

"Source: Survey Data"

Table 08: ONE WAY ANOVA

Tests of Between-Subjects Effects					
Delegating skill (Dependent Variable)					
Source	Sum of Squares	df	Mean Square	F	Sig.
Between sectors	489.245	2	25.127	23.144	.000*
Within sectors	3765.147	347	10.591		
Total	4254.392	349			

*"Source: survey data; *Significant at 5 per cent level."*

The ability of managers to delegate tasks and duties in the organisation varies significantly depending on the sector of the banks in which they work, as seen in Tables 07 and 08 above. The average delegating skill scores for bank managers in the public sector, old generation private sector, and new generation private sector are 33.9956, **36.6957**, and 34.1000 respectively. At a 5 per cent level, the mean variation is statistically significant (F value 23.144, and p value less than 0.05). Thus, it can be stated that among the three sectors, old generation private sector bank managers have the highest level of delegating skill, followed by public sector and new generation private sector bank managers.

4.4 The effect of emotional intelligence (EI) on bank managers' ability to Delegate:

Four distinct areas contribute to emotional intelligence: introspection, self-control, empathy, and social connection. A multiple linear regression model was used to examine how EI influences managerial decision-making. Tables 09, 10, and 11 present the analysis' findings.

Table 09 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 ^a	.310	.302	2.44521

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

Source: Survey Data

Table 10 ANOVA^b

model	sum of squares	df	mean Square	F	Sig.
Regression	891.476	4	222.869	31.144	.000 ^b

Residual	2468.878	345	7.156		
Total	3360.354	349			
a. Predictors: (Constant), Self Awareness, Self-Management, Social Awareness, Social Skills					
b. Dependent Variable: Delegating					

Source: Survey Data

Table 11 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.460	2.097		6.420	.000*
	Self-Awareness	.095	.042	.135	2.256	.025*
	Self-Management	.091	.044	.133	2.060	.040*
	Social Awareness	.233	.074	.228	3.165	.002*
	Social Skills	.094	.042	.161	2.254	.025*
a. Dependent Variable: Delegating						
Source: Survey Data; *Significant at 5 per cent level of significance						

The tables 09, 10, and 11 demonstrate that the regression is acceptable. It explains 31 percent of the variation in the bank executives' delegating skill. We can infer that the regression offers a plausible explanation because the F value (31.144) is statistically significant at 5% level. For "self awareness," "self management," "social awareness," and "social skills," all relevant t-Values and coefficients are significant (observed P value is less than 0.05 in all cases). Thus, it can be concluded that all facets of emotional intelligence have a significant impact on the delegating skill of the bank executives chosen for the study.

5. Conclusions, Limitations and future research directions:

This research looks at how managers in the public banking sector, old generation private banking sector, and new generation private banking sector in Kerala, a state with a much higher literacy rate In India, use emotional intelligence to delegate tasks and duties in the organization". The study relied on replies from three hundred and fifty bank managers throughout the state's three most populous regions. The MANOVA and One way ANOVA attempted in this study revealed that there exist significant variation in Emotional intelligence and delegating skill respectively, among the managers working in different banking sectors in Kerala. Hence to further explore whether the variation in delegating skill is caused by the variation in Emotional intelligence, the researcher employed the *multiple linear regression model* and the findings indicated that the regression is satisfactory, accounting for 31 % of the variance in bank managers' delegating ability. All the EI variable and associated t values were significant. All the four key domains of emotional intelligence showed significant impact on the bank managers' delegating skill. The results of the study seemed to be highly relevant since it helps bank managers to see the ways in which emotional intelligence influences their delegating skill and make necessary modifications. The research will also aid those in the banking administration in laying the groundwork for efficient hiring and selection procedures.

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

Based on the conclusions and limitations of the study, here are some future research directions. a) Expanding the sample size and conducting similar studies in other Indian states or regions can provide a broader understanding of the impact of emotional intelligence on bank managers' delegating skills. This could help confirm the generalizability of the findings. b) Longitudinal studies can explore how emotional intelligence evolves over time and its impact on delegating

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

REFERENCES:

1. Anthony, M., & Vidal, K. (2010). Mindful communication: A novel approach to improving delegation and increasing patient safety. *Online Journal of issues in nursing*, 15(2), 1-10
2. Bar-On, R. (2002). Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual. Toronto, Canada: Multi-Health Systems
3. Bar-On, R. (2002). Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual. Toronto, Canada: Multi-Health Systems
4. Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18, 13-25
5. Bar-On, R. (2010). Emotional Intelligence: an integral part of positive psychology. *South African Journal of Psychology*, 40(1), 54-62.
6. Bass, B. M. (1990). From transactional to transformational leadership: learning to share the vision. *Organ. Dyn.* 18, 19-31. doi: 10.1016/0090-2616(90)90061-S
7. Boyatzis, R. E., Goleman, D. & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competency Inventory (ECI). In R. Bar-On and J. D. A. Parker (Eds.) *Handbook of Emotional Intelligence*, San Francisco: Jossey-Bass, pp. 343-362.
8. Boyatzis, R.E. & Oosten, E. V. (2002). Developing emotionally intelligent organizations. In Roderick Millar (ed.), *International Executive Development Programmes*, 7th Edition. London: Kogan Page Publishers
9. Boyatzis, R.E. (1994). Stimulating self-directed change: A required MBA course called
10. Brackett, M.A., & Salovey, P. (2021). Measuring emotional intelligence: Established and emerging tools. *Emotion Review*, 13(4), 305-317.
11. Cavallo, K., & Brienza, D. (2004). Emotional competence and leadership excellence at Johnson & Johnson: The emotional intelligence and leadership study. New Brunswick, NJ: Consortium for Research on Emotional Intelligence in Organizations, Rutgers University.
12. Chen, Z. X., and Aryee, S. (2007). Delegation and employee work outcomes: an examination of the cultural context of mediating processes in China. *Acad. Manag. J.* 50, 226-238. doi: 10.5465/AMJ.2007.24162389.
13. Cherniss, C., Goleman, D., Emmerling, R., Cowan, K & Adler, M. (1998). Bringing Emotional Intelligence to the Workplace. A Technical Report Issued by the Consortium for Research on Emotional Intelligence in Organizations. Available <http://www.eiconsortium.org>.
14. commitment in human service organisations. *Administrative Science Quarterly*, 33(1), 61-81.
15. Cotton, J. (1988). On the Decomposition of Wage Differentials. *Rev. Econ. Stat.* 70,
16. Cotton, J. L. (1993). *Employee Involvement: Methods for Improving Performance*
17. Elsevier), 265-340
18. Emmerling, R. J. & Goleman, D. (2003). Emotional Intelligence: Issues and Common Misunderstandings. *Issues in Emotional Intelligence*, [On-line serial], 1(1). Available <http://www.eiconsortium.org>
19. Evenden, R., & Anderson, G. (1992). *Making the most of people*. Cambridge: Addison-Wesley Publishers Ltd.
20. Evered, R., 2000. So what is strategy. *Long Range Plann.*, 16: 59-60.
21. Frazier, M. L., and Fainshmidt, S. (2012). Voice climate, work outcomes, and the mediating role of psychological empowerment: a multilevel examination. *Group Organ. Manag.* 37, 691-715. doi: 10.1177/1059601112463960
22. Gardner, D. G., Dyne, L., and Pierce, J. L. (2004). The effects of pay level on organization-based self-esteem and performance: a field study. *J. Occup. Organ. Psychol.* 77, 307-322. doi: 10.1348/0963179041752646
23. Glisson, C., & Durick, M. (1988). Predictors of job satisfaction and organisational
24. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam .
25. Goleman, D. (1998). *Emotional intelligence*. New York: Bantam.
26. Goleman, D. (1998). What makes a leader? *Harvard Business Review*. 76, 93-102

27. Goleman, D. (2003). Apples and Applesauce. Issues and Recent Developments in Emotional Intelligence,1(3), Retrieved [5/1/2012]. Available <http://www.eiconsortium.org>
28. Jha, S. (2004). Determinants of delegation: A study in five star hotels'. *Vision-The Journal of Business Perspective*, 29(4), 44-55.
29. Kvancz, D. A. (2016). A distinctive competency. *American Journal Of Health*
30. Lee, J. (1998). Effective maintenance communication in superior-subordinate relationships. *Western Journal of Communication*, 62(2), 181-208.
31. Liberman, L., & Boehe, M. D. (2011). Worldwide willingness to delegate and country labor quality. *International Journal of Human ResourceManagement*, 22(17), 3477–3495.
32. Locke, E. A. (2005). Why emotional intelligence is an invalid concept. *Journal of Organizational Behavior*, 26, 425–431.
33. Locke, E. A., and Schweiger, D. M. (1979). "Participation in decision making: one
34. Maynard, M. T., Luciano, M. M., Innocenzo, L. D., Mathieu, J. E., Dean, D., and Dean, M. D. (2014). Modeling time-lagged reciprocal psychological empowerment-performance relationships. *J. Appl. Psychol.* 99, 1244–1253. doi: 10.1037/a0037623
35. Mayer, J.D., & Salovey, P. (2022). Emotional intelligence and the four-branch model. *Psychological Inquiry*, 33(2-3), 223-231.
36. Miller, K. I., and Monge, P. R. (1986). Participation, satisfaction, and productivity:
37. more look," in *Research in Organizational Behavior*, ed. B. Staw (Amsterdam:
38. Moss, D., & Warnaby, G. (1998). Communications strategy? Strategy communication? Integrating different perspectives. *Journal of Marketing Communications*, 4(3), 131-140
39. Niehoff, B. P., Moorman, R. H., Blakely, G., and Fuller, J. (2001). The influence of empowerment and job enrichment on employee loyalty in a downsizing environment. *Group Organ. Manag.* 26, 93–113. doi: 10.1177/1059601101261006
40. Randolph, W. A., and Kemery, E. R. (2011). Managerial use of powerbases in a model of managerial empowerment practices and employee psychological empowerment. *J. Leadersh. Organ. Stud.* 18, 95–106. doi: 10.1177/1548051810379798
41. Riisgaard, H., Nexøe, J., Le, J. V., Søndergaard, J., & Ledderer, L. (2016). Relations between task delegation and job satisfaction in general practice: a systematic literature review. *BMC Family Practice*, 17(168), 1-8.
42. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185 – 211.
43. Schyns, B., Maslyn, J. M., & Weibler, J. (2010). Understanding the relationship between span of control and subordinate consensus in leader–member exchange, *European Journal of Work and Organizational Psychology*. *European Journal of Work and Organizational Psychology*, 19(3), 388-403.
44. Sethumadhavan, T. N. (2010). From mind to no mind - Samadhi (Nirvana): A difficult but not impossible journey. Retrieved December 8, 2011, from [http://www.esamskriti.com/essay-chapters/From-Mind-to-No-Mind-~Samadhi-\(Nirvana\)-1.aspx](http://www.esamskriti.com/essay-chapters/From-Mind-to-No-Mind-~Samadhi-(Nirvana)-1.aspx)
45. Sigler, T. H., and Pearson, C. M. (2000). Creating an empowering culture: examining the relationship between organizational culture and perceptions of empowerment. *J. Qual. Manag.* 5, 27–52. doi: 10.1016/S1084-8568(00)00011-0.
46. Somek, A. (2015). Delegation and authority: Authoritarian liberalism today. *European Law Journal*, 21(3), 340-360.
47. Spreitzer, G. M. (1995). Psychological empowerment in the workplace: dimensions, measurement, and validation. *Acad. Manag. J.* 38, 1442–1465. doi: 10.2307/256865
48. Stonehouse, D. (2015). The art and science of delegation. *British Journal of Healthcare Assistants*, 9(3), 150-153.
49. Stys, Y., & Brown, S. L. (2004). A review of the emotional intelligence literature and implications for corrections. Research Branch. Correctional Service of Canada.
50. Stys, Y., & Brown, S. L. (2004). A review of the emotional intelligence literature and implications for corrections. Research Branch. Correctional Service of Canada.
51. *System Pharmacy*, 63(9), 819-828.
52. Thomas, K. W., and Velthouse, B. A. (1990). Cognitive elements of empowerment: an "interpretive" model of intrinsic task motivation. *Acad. Manag. Rev.* 15, 666–681. doi: 10.5465/AMR.1990.4310926.
53. Tietjen, M. A., & Myers, R. M. (1998). Motivation and job satisfaction. *MCB University Press*, 36(4), 226-231.
54. Van Gogh, V. (1889). Letter 603. St.-Rémy.
55. Wang, Y., & Poutziouris, P. (2010). Leadership styles, management systems and growth: Empirical evidence from UK owner-managed SMEs. *Journal of Enterprising Culture*, 18(3), 331-354.
56. Woodworth, R. S. (1940). *Psychology*. 4th edition. New York: Henry Holt.
57. Yukl, G., & Fu, P. P. (1999). Determinants of delegation and consultation by managers. *Journal of Organisational Behaviour*, 20(2), 219-232.