LEVEL OF EMOTIONAL INTELLIGENCE AND ITS IMPACT ON ACCEPTANCE TO TECHNOLOGY IMPLEMENTATION: A STUDY ON EMPLOYEES OF PRIMARY COOPERATIVE CREDIT SOCIETIES IN IDUKKI DISTRICT

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ABSTRACT

This research article is an extract of Ph.D. thesis research work. The present paper analyses the level of emotional intelligence and its impact on acceptance to technology implementation among the employees of primary cooperative credit societies in Idukki District. The study concluded that multiple regression analysis indicated independent variables, namely; social skills factor, social awareness factor, self-regulation factor, and self-awareness factor were highly significant in supplementing emotional intelligence among the bank employees in the study area. Further, from the analysis of Pearson's correlation coefficient of emotional intelligence index and emotional intelligence factors, the study concludes that all the five emotional intelligence factors are statistically significant and has a positive correlation to emotional intelligence index. So, to increase the emotional intelligence level of the sample bank employees the higher authorities of the study banks should impart training in those five factors.

KEY WORDS: *Level of Emotional Intelligence and Impact, Employees, Idukki District*

1. INTRODUCTION

Banks are vital financial institutions in an economic system. They are the predominant source of credit. Banks offer more important sources of short-term working capital for commercial enterprises and are more and more active in current years in making long-term commercial enterprise loans for plants and equipment. Banks have been under tremendous pressure to carry out numerous objectives while preserving government regulations, bank policies, loans, investments, and providing services to customers in recent times. The Commercial Bank is certainly a commercial enterprise organized to maximize the value of shareholder's wealth invested within the Bank at an acceptable level of risk. The aggressive pursuit of such a goal calls for an organization to constantly search for new opportunities, sales increase, greater efficiency, and effective planning and control. Therefore, banks, like other forms in the economy, are out to operate at a profit.

2. STATEMENT OF THE PROBLEM

The demanding situations on this millennium for the banking sector are enormous. The technology and banking sector reforms collectively are lifting the competitive intensity of the banking business. The Indian banking system is in the midst of a technological revolution, which has an effect in 3 ways: Firstly, by

providing efficient and effective delivery channels. Secondly, its miles dramatically influence the patron profile, which leads to the third change, which is human resource management. As a service industry, it requires a shift in the mindset of the employees that might have a beneficial impact on customers.

3. JUSTIFICATION OF THE PRESENT STUDY

This study assumes significance due to the subsequent reasons. This study pursuit at figuring out the level of emotional intelligence among the bank employees, which will help to create awareness for further imparting of training. Secondly, the study of the profile (includes personality traits also) of the bank employees with the level of emotional intelligence will always throw light on identifying the type of individuals who normally possess high level emotional intelligence. Thirdly, the study of the relationship among the level of emotional intelligence and their managerial performance will provide more insight into the importance of emotional intelligence amongst the respondents. Thus, an attempt is made by the researcher to pick out the level of emotional intelligence among the employees of the Bank and the numerous determinants of emotional intelligence required for a balanced state of emotion in a demanding, complicated, and ambiguous place of work.

4. OBJECTIVES OF THE STUDY

The objectives of study are to explore the level of emotional intelligence and its impact on acceptance to technology implementation among the employees of primary cooperative credit societies in Idukki District.

5. SCOPE OF THE STUDY

The present paper analyses the level of emotional intelligence and its impact on acceptance to technology implementation. To determine the factors supplementing emotional intelligence the multiple regression analysis was carried out. And, to measures the strength of the relationship between the relative movements of the emotional intelligence level and emotional intelligence factors and the sign of the correlation coefficient determinants whether their correlation is positive or negatives the Pearson correlation coefficient test was employed.

6. DESIGN OF THE STUDY
6.1. Review of Existing Literature

Several authors and researchers have contributed a lot of literature on emotional intelligence and acceptance of technology among employees. The relevant studies were perused to identify issues, problems, ideas that the current research addresses and the specific need for the present study are spelled out.

6.2. Selection of the Study Area

The Idukki District Cooperative Bank (IDCB), the apex bank for the Primary Agricultural Credit Societies (PACS) in Kerala, and the Institute for Development and Research in Banking Technology (IDRBT) Hyderabad jointly implemented the Core Banking System (CBS) in 54 Primary Agricultural credit Societies with 143 branches in Idukki district, Kerala, and having a total number of 725 employees. This project was the first of its kind in India, where PACS are becoming part of technology up-gradation. Hence, the present research area was selected purposefully for the current research.

6.3. The Sampling Framework

The present study has followed a stratified sampling method: **Stratum I:** Employing the online sample size calculator at a confident level of 95 percent with the population size of 725 employees engaged in 213 branches, the minimum sample size required is 252 samples, **Stratum II:** However, to ensure more accuracy, the researcher circulated the structured questionnaire to 400 employees who were able to reach out employed in 143 branches of Primary Agricultural Credit Societies (PACS) in the Idukki District Kerala, and **Stratum III:** Out of which 318 respondents returned the filled-in structured questionnaire at the rate of 79.5 percent to the researcher. Of which 46 respondents were the Secretaries, 62 respondents were the Branch Managers, 74 respondents were the Accountants, 84 respondents were the Clerks, and 52 were the Cashiers of the Primary Agricultural Credit Societies (PACS) under the Primary Cooperative Credit Societies in the Idukki district, Kerala. Hence, 318 samples consisted of the current research work.

6.4. Sources of Data

The present work is descriptive method research; primary and secondary data were gathered and analyzed to draw inferences and report research results.

6.5. Methods of Data Collection

The study employed a combination of methods, such as field survey using a pre-tested questionnaire schedule adopting the Likert Scale method and discussions with the Primary Agricultural Credit Societies (PACS) employees, meetings with key informants, and review of secondary data sources.

6.6. Primary data

The primary data were gathered from the employees of Primary Agricultural Credit Societies (PACS) employees that comes under the Primary Cooperative Credit Societies in Idukki District by contacting them personally and reaching out to them through e-mail, Whatsapp during the period between

December 2016 and February 2017 on a whole-time basis. The data were collected by administering a pre-tested questionnaire adopting the Likert Scale method consisting of three sections such as; (i) the socio-demographic characteristics, (ii) emotional intelligence elements of bank employees, and (iii) acceptance of technology implementations variables among the bank employees.

6.7. Secondary data
Besides the primary data, the study also utilized materials and information from various libraries sourced from different institutions, e-books, journals, magazines, and newspapers.

6.8. Data Analysis
The primary data collected regarding the present work adopting the Likert scale method was analyzed employing multiple regression analysis and Pearson correlation coefficient test using SPSS.

6.9. Reference period
The study covers five financial years between 2015 and 2020.

7. FACTORS SUPPLEMENTING EMOTIONAL INTELLIGENCE
Application of multiple regression analysis to determine the factors supplementing emotional intelligence as presented in multiple regression model table 1. showed that the coefficient of determination (R^2) = 0.762, indicating that the five independent variables considered can explain 76 percent of the variation in the impact of these independent variables on the level of emotional intelligence among the bank employees. The result showed that independent variables derived from the Factor Analysis, namely, social skills factor (x_1), social awareness factor (x_2), self-regulation factor (x_4), and self-awareness factor (x_5) were highly significant in supplementing emotional intelligence among the bank employees in the study area. But, the independent variables namely, the self-motivation factor (x_3) is insignificant.

8. THE PEARSON'S CORRELATION COEFFICIENT OF EMOTIONAL INTELLIGENCE LEVEL AND EMOTIONAL INTELLIGENCE FACTORS
The Pearson's correlation coefficient that measures the strength of the relationship between the relative movements of the emotional intelligence level and emotional intelligence factors and the sign of the correlation coefficient determines whether their correlation is positive or negative of the present study is presented in table 2. The study deduced that Pearson's correlation coefficient, r, is .529 and statistically significant at 1% level for emotional intelligence index and social skills factor which indicates that these two variables are having a moderate positive correlation $(0.40 < \mid r \mid < 0.59)$.

The Pearson's correlation coefficient, r, is .570 and statistically significant at 1% level for social awareness factor and emotional intelligence index which indicates that these two variables are having a moderate positive correlation $(0.40 < \mid r \mid < 0.59)$, and the Pearson's correlation coefficient, r, is .076 and statistically not significant for social awareness factor and emotional intelligence index which indicates that these two variables are having a very weak positive correlation $(0.00 < \mid r \mid < 0.19)$.

Further, The Pearson's correlation coefficient, r, is .227 and statistically significant at 1% level for self-motivation factor and emotional intelligence index which indicates that these two variables are having a weak positive correlation $(0.20 < \mid r \mid < 0.39)$, the Pearson's correlation coefficient, r, is -.452 and statistically significant at 1% level for self-motivation factor and social skills factor which indicates that these two variables are having a moderately negative correlation $(0.40 < \mid r \mid < 0.59)$, and the Pearson's correlation coefficient, r, is .090 and statistically not significant for self-motivation factor and social awareness factor which indicates that these two variables are having a very weak positive correlation $0.00 < \mid r \mid < 0.19$).

The Pearson's correlation coefficient, r, is .573 and statistically significant at 1% level for self-regulation factor and emotional intelligence index which indicates that these two variables are having a moderate positive correlation $(0.40 < \mid r \mid < 0.59)$, the Pearson's correlation coefficient, r, is .020 and statistically not significant for self-regulation factor and social skills factor which indicates that these two variables are having a very weak positive correlation $(0.00 < \mid r \mid < 0.19)$, the Pearson's correlation coefficient, r, is -.007and statistically not significant for self-regulation factor and social awareness factor which indicates that these two variables are having a very weak negative correlation $(0.00 < \mid r \mid < 0.19)$, and the Pearson's correlation coefficient, r, is .448 and statistically significant at 1% level for self-regulation factor and self-motivation factor which indicates that these two variables are having a moderate positive correlation $(0.80 < \mid r \mid < 1.0)$.

And, The Pearson's correlation coefficient, r, is .255 and statistically significant at 1% level for self-awareness factor and emotional intelligence index which indicates that these two variables are having a weak positive $(0.20 < \mid r \mid < 0.39)$, the Pearson's correlation coefficient, r, is .463 and statistically

significant at 1% level for self-awareness factor and social skills factor which indicates that these two variables are having a moderate positive correlation (0.40<| r |<0.59), the Pearson's correlation coefficient, r, is .259 and statistically significant at 1% level for self-awareness factor and social awareness factor which indicates that these two variables are having a weak positive correlation(0.20<| r |<0.39), the Pearson's correlation coefficient, r, is -.597 and statistically significant at 1% level for self-awareness factor and self-motivation factor which indicates that these two variables are having a moderate negative correlation (0.40<| r |<0.59)and the Pearson's correlation coefficient, r, is -.437 and statistically significant at 1% level for self-awareness factor and self-motivation factor which indicates that these two variables are having a moderate negative correlation (0.40<| r |<0.59).
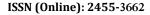
Hence, from the analysis of Pearson's correlation coefficient of emotional intelligence level and emotional intelligence factors, the study concludes that all the five emotional intelligence factors are statistically significant and has a positive correlation to emotional intelligence level. So, to increase the emotional intelligence level of the sample bank employees the higher authorities of the study banks should impart training in these five factors; namely, self-awareness factor, social skills factor, social awareness factor, self-motivation factor, and self-regulation factor.

CONCLUDING REMARKS

The study concludes that multiple regression analysis indicated independent variables, namely; social skills factor, social awareness factor, self-regulation factor, and self-awareness factor were highly significant in supplementing emotional intelligence among the bank employees in the study area. Further, from the analysis of Pearson's correlation coefficient of emotional intelligence index and emotional intelligence factors, the study concludes that all the five emotional intelligence factors are statistically significant and has a positive correlation to emotional intelligence index. So, to increase the emotional intelligence level of the sample bank employees the higher authorities of the study banks should impart training in those five factors.

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Table 1
Multiple Regression Model Table of Factors Supplementing Emotional Intelligence to the Bank Employees

Factor	Unstandardized Coefficient		Standardized Coefficients	t	Sig.
	B	Standard Error	Beta		
(Constant)	.107	.060		1.770	.078
Social Skills Factor (x_1)	.524	.041	.459	12.897	.000*
Social Awareness Factor (x_2)	.231	.051	.241	4.570	.000*
Self-Motivation Factor (x_3)	-.081	.073	-.082	-1.112	.267NS
Self-Regulation Factor (x_4)	.156	.054	.167	2.886	.004*
Self-Awareness Factor (x_5)	.203	.058	.217	3.524	.000*

Source: Computed from primary data.
Note: Dependent Variable: Emotional Intelligence Index. * Significant, NS Not Significant.
$N = 318$, $R^2 = 0.762$, $F(5, 312) = 6736.326$, $P<0.000$

Multiple Regression Model:

$$\hat{Y} = 0.107+0.524x_1+0.231x_2-0.081x_3 +0.156x_4 +0.203x_5$$

Table 2
The Pearson's Correlation Coefficient of Emotional Intelligence Index and Emotional Intelligence Factors

Correlations						
	Emotional Intelligence Level	Social Skills Factor	Social Awareness Factor	Self-Motivation Factor	Self-Regulation Factor	Self-Awareness Factor
Emotional Intelligence Level	1					
Social Skills Factor	.529**	1				
Social Awareness Factor	.570**	.076	1			
Self-Motivation Factor	.227**	-.452**	.090	1		
Self-Regulation Factor	.573**	.020	-.007	.448**	1	
Self-Awareness Factor	.255**	.463**	.259**	-.597**	-.437**	1

Source: Computed from primary data.
Note: **Correlation is significant at the 0.01 level (2-tailed).