

Assessment of Emotional Intelligence among Government Employees in Karnataka, India

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Abstract: The study aims to explore the Emotional Intelligence (EI) of government employees in Karnataka. By delving into this aspect, it aims to understand how emotional awareness and regulation among these individuals impact their interactions and effectiveness in public service. A survey method was employed in this study, utilizing questionnaires directed at employees of the Directorate of Economics and Statistics (DES) within the Government of Karnataka. The sample consisted of a total of 100 respondents, providing a diverse range of insights from the workforce in this department. The findings indicate that the degree of emotional intelligence differs among the various sub-factors. The average score of the employees' emotional intelligence encompassed various sub-factors, including self-awareness, self-management, internality, motivation, empathy, social skills, and resilience. These components collectively contribute to an individual's overall emotional intelligence, providing a comprehensive understanding of how employees navigate their emotions and interact with others in the workplace. Among the seven sub-factors of emotional intelligence, resilience has the highest mean score ($M=3.54$). However, the internality of emotions is found to be at its lowest point ($M=2.70$). Resilience, self-awareness, social skills, drive, and empathy are all at a high level, with mean scores of 3.54, 3.23, 3.20, 3.04, and 3.00, respectively. The self-management and internality are at a low level, with mean scores of 2.89 and 2.70, respectively. These scores suggest a pressing need for significant changes to improve these areas. To enhance their competencies in these areas, management interventions are necessary via the organization of suitable training programs.

Keywords: Emotional Intelligence, Work Motivation, Work Environment, Employee Performance, Public Sector, Karnataka.

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I. INTRODUCTION

Emotional intelligence (EI) refers to the ability to perceive, express, understand, and manage emotions (Bruluna *et al.*, 2021). EI is especially important for government employees, as they often work in high-pressure environments, serve diverse communities, and must navigate complex bureaucratic and interpersonal systems. High EI can significantly enhance their effectiveness, professionalism, and service delivery. The concept of EI was first described by Salovey and Mayer as an ability-based construct analogous to general intelligence (Salovey and Mayer, 1990). Daniel Goleman is widely recognized as the person who popularized the concept and brought it into the mainstream with his 1995 book, *"Emotional Intelligence: Why It Can Matter More Than IQ"*. Goleman's work emphasizes that success, well-being, leadership, and healthy relationships are largely driven by emotional competencies, not just

academic or analytical ability. Emotional intelligence is the capacity to recognize and manage our own emotions and to understand and influence the emotions of others. It involves self-awareness, impulse control, zeal, persistence, and the ability to motivate oneself (Goleman, 1995). Similarly, Leslie Cameron Bandler and Michael Lebeau (2019), in their work *"The Emotional Hostage-Rescuing Your Emotional Life"* refer to emotional intelligence as "new realm of understanding about how and why emotions are generated, moving to a level of personal competence in selecting, expressing and using the emotions and ending with a vision of the future in which everyone experiences the freedom and power of emotional choice".

The EI of an individual is closely related to the work performance of an employee. Self-awareness, self-control, interpersonal skills, and social awareness are

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necessary for a positive workplace environment. (Dheera and Sekar, 2024). A person's emotional intelligence greatly affects their job performance and good government. By mastering and managing their emotions and feelings, regulating their conduct in accordance with the needs of the scenario, and embracing specific elements of emotional intelligence and its contribution to society, employees with emotional intelligence may quickly adapt themselves to any situation. Many things influence the efficiency and effectiveness of the workplace in various government agencies.

Conflicts of interest, nepotism and cronyism, favoritism, and other significant factors that work against good governance are common in government departments in many locations. A person's performance in the public sector will suffer if they are susceptible to personal factors that work against the larger interests of the state. Effective governance will result from "accountability," a component of emotional intelligence. The index of abilities like transparency, honesty, accountability, empathy, cooperation, humility, and others needed to establish and maintain good governance is emotional intelligence. The term "good governance" describes a government that is free of corruption, dishonesty, cowardice, fraud, extortion, and the pursuit of personal gain, contract "loading," and other dysfunctional behaviors that have resisted many solutions for a long period of time. A fair government made up of government institutions and regulations that uphold human rights and duties while regulating undesirable conduct is now generally accepted as a prerequisite for sustainable economic development.

Government employees and public officers with emotional intelligence are able to manage their own conduct and thoughts in order to get outcomes. EI is essential, particularly for them, as it enables them to inspire the team and improve societal well-being through the team's outstanding performance (Levitats *et al.*, 2019). Training can improve emotional intelligence, which grows with a person throughout their life. Thus, it is in the best interest of any government agency to assess the current levels of emotional intelligence among its workforce in order to identify the best candidates for succession planning and to identify those who need to work on their overall emotional intelligence in order to improve their performance, rather than just in order to prepare for future selection.

Nowadays, government organizations are facing intense competition and high employee turnover due to a rapidly changing environment. To maintain effectiveness and efficiency, it is essential for employees to adapt to these changes. In this context, promoting emotional intelligence skills plays a crucial role in enhancing the overall performance of government

organizations. Understanding the critical factors that hinder effective relationships can help in implementing appropriate measures to mitigate them. Against this backdrop, the present study aims to assess the level of emotional intelligence among government employees working in the Directorate of Economics and Statistics (DES), Government of Karnataka. It also seeks to suggest suitable strategies to address negative influences and to enhance productivity, efficiency, and organizational effectiveness.

II. OBJECTIVES AND DATA SOURCES

In the light of above observations, the paper critically sets the following objectives;

1. To assess the level of emotional intelligence among government employees of the Directorate of Economics and Statistics.
2. To suggest suitable remedial measures to enhance EI among employees and improve workplace efficiency and effectiveness.

The present study is largely based on the primary data. The primary data has been collected from the Directorate of Economics and Statistics (DES), comes under Planning, Programming Monitoring and Statistics, Government of Karnataka. The simple random sampling method has been followed in order to collect the information from the employees of DES by using a structured questionnaire. The Simple random sampling method has been followed in order to select samples of 100 employees from DES. There are about 1000 staff positions in DES and the above-said sample size is around 10%, which will be a true representative of the universe. The data has been presented in the form of simplified tables and graphs, accompanied by a results interpretation.

III. EMOTIONAL INTELLIGENCE OF THE EMPLOYEES

Measuring emotional intelligence among employees is essential for fostering a positive workplace culture and improving teamwork, leadership, and overall performance. In this study, EI assessment was typically measured through the mean score of components such as self-awareness, self-management, Internality, motivation, empathy, social skills, and resilience. Age-wise distribution in a sample refers to how individuals are distributed across different age groups. The distribution of sample respondents was classified into four age groups i.e. 21 to 30 years, 31 to 40 years, 41 to 50 years and 51 to 60 years. It can be seen from Table 1 that 51% of the total respondents belonged to the age group 31-40 years, followed by the age group 41-50 (21%), the age group 21-30 years (18%), and 10% of respondents belonged to the age group 51-60 years.

Table 1: Distribution of sample respondents by age group

Age Group	No of Respondents	%
21- 30 yrs	18	18.0
31- 40 yrs	51	51.0
41- 50 yrs	21	21.0
51 - 60 yrs	10	10.0
Overall	100	100

Source: Primary survey

Self-Awareness:

Emotional intelligence of employees in the DES across different components by age group is analysed and presented in Table 2. With respect to self-awareness, the results show that 3.30 mean score of the employees in the age group of 51 to 60 years having a higher level of self-awareness, while it is a 3.28 mean score in the 20 to 30 years age group. 3.23 and 3.18 mean scores of the employees in the age group of 31 to 40 years and 41 to 50 years are having low level of self-awareness. The results of other components/elements of emotional intelligence in relation to employees are presented under the following categories.

Self-Management:

The results indicates (Table 2) that employees in the 51 to 60 and 20 to 30 age groups have a high level of self-management, with mean scores of 2.96 and 2.95, respectively, and a mean score of 2.90 in the 31 to 40 age group. The age range of 40 to 50 years has the lowest average score, 2.76. Training programs on impulse control and conscientiousness are necessary in order to develop self-management skills through a strategic approach.

Internality:

Regarding internality, the findings reveal that the mean score of 2.53 in the 51–60 age range suggests a minimal degree of internality, while the mean score of 2.67 in the 20–30 age range indicates a slightly higher level. The age range of 41 to 50 has an mean score of 2.83, which suggests a high level of Internality, while the age range of 31 to 40 has an mean score of 2.68. In order to foster the Internality, workshops on personality development must be conducted using an approach strategy.

Motivation:

The mean score for motivation is 3.03 in the 20–30 and 51–40 age ranges, indicating a low level of motivation, and in the 41–50 age range, it is 3.04. In the age range of 51 to 60 years, the mean score of 3.09 indicates a high degree of motivation. The strategic

approach through the conduct of appropriate training sessions is necessary in order to raise the level of motivation. To raise the level of motivation among department staff, there must be more regular recognition and appreciation of accomplishments as well as incentive programs.

Empathy:

The mean score of 2.92 in the age group of 31 to 40 years shows a low level of empathy, and it is 3.02 in the age group of 41 to 50 years. The mean score is 3.17 for the employees in the age group of 20-30 years who are having a high level of empathy, and it is a 3.09 mean score in the age group of 31 to 40 years. Management needs to adopt a strategic approach to enhance empathy through structured programmes on human relationships and leadership qualities for better harmony among the employees in order to improve overall interpersonal relationships and a cordial working atmosphere in the department.

Social Skills:

The results in Table 2 show that the mean score of 3.16 in the age group of 31 to 40 years indicates a low level of social skills, and it is 3.20 for the age group of 20 to 30 years. The mean score is 3.30 of the employees in the age group of 41 to 50 years who are having a high level of social skills, and it is 3.23 in the age group of 51-60 years. Structured training on communication skills, socialization, and arranging for group discussions is required to enhance the level of social skills of the employees in the department.

Resilience:

The mean score for resilience is 3.47 among individuals aged 41 to 50 years, indicating a low level, while it stands at 3.51 for those aged 51 to 60 years. Employees aged 20 to 30 years exhibit a high level of resilience with a mean score of 3.65, while those aged 31 to 40 years have a mean score of 3.53. Management should implement targeted training programs as strategic interventions to strengthen resilience levels.

Table 2: Emotional Intelligence of employees across different components and age group

Components of EI	Age Group	No of Respondents	Mean Score
1. Self-awareness			
	20- 30 yrs	18	3.28
	31- 40 yrs	51	3.23
	41- 50 yrs	21	3.18
	51 - 60 yrs	10	3.30

Components of EI	Age Group	No of Respondents	Mean Score
	Overall	100	3.23
2. Self-management			
	20- 30 yrs	18	2.95
	31- 40 yrs	51	2.90
	41- 50 yrs	21	2.76
	51 - 60 yrs	10	2.96
	Overall	100	2.89
3. Internality			
	20- 30 yrs	18	2.67
	31- 40 yrs	51	2.68
	41- 50 yrs	21	2.83
	51 - 60 yrs	10	2.53
	Total	100	2.70
4. Motivation			
	20- 30 yrs	18	3.03
	31- 40 yrs	51	3.03
	41- 50 yrs	21	3.04
	51 - 60 yrs	10	3.09
	Total	100	3.04
5. Empathy			
	20- 30 yrs	18	3.17
	31- 40 yrs	51	2.92
	41- 50 yrs	21	3.02
	51 - 60 yrs	10	3.09
	Total	100	3.00
6. Social skills			
	20- 30 yrs	18	3.20
	31- 40 yrs	51	3.16
	41- 50 yrs	21	3.30
	51 - 60 yrs	10	3.23
	Total	100	3.20
7. Resilience			
	20- 30 yrs	18	3.65
	31- 40 yrs	51	3.53
	41- 50 yrs	21	3.47
	51 - 60 yrs	10	3.51
	Total	100	3.54

Source: Primary survey

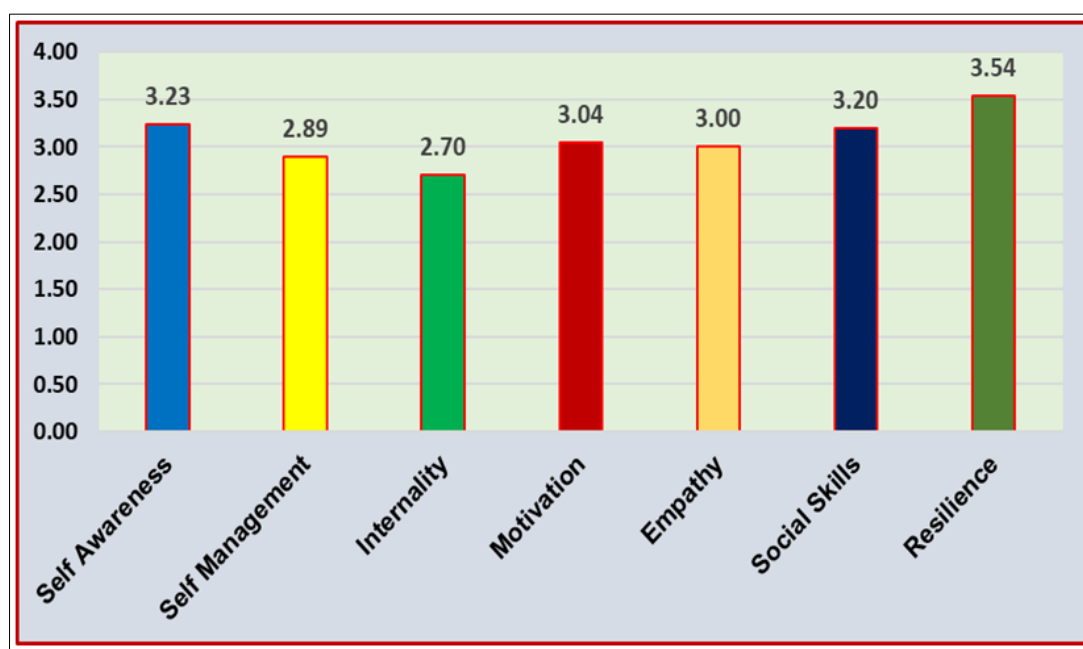
Table 3 and Figure 1 illustrate the overall mean score of the emotional intelligence among employees working in the DES. According to the findings, the degree of emotional intelligence varies across all sub-factors. The average score of the employees' emotional intelligence, which comprised sub-factors of EI such as self-awareness, self-management, internality, motivation, empathy, social skills, and resilience. Among the seven sub-factors of emotional intelligence, resilience has the highest mean score (M=3.54). However, the internality of emotions is found to be at its lowest point (M=2.70). Resilience, self-awareness,

social skills, drive, and empathy are all at a high level, with mean scores of 3.54, 3.23, 3.20, 3.04, and 3.00, respectively. The study has revealed the self-management and internality, with mean scores of 2.89 and 2.70, respectively. The position will be improved to greater levels by officials' efforts in personality development and management's strategic approach. The self-management and internality are at a low level, with mean scores of 2.89 and 2.70, respectively, requiring significant changes. To enhance their competencies in these areas, management interventions are necessary via the organization of suitable training programs.

Table 3: Overall Mean Score of Emotional Intelligence among Employees

Factors	Mean Scores
Self Awareness	3.23
Self Management	2.89
Internality	2.70
Motivation	3.04
Empathy	3.00
Social Skills	3.20
Resilience	3.54

Source: Primary survey

**Figure 1: Overall Mean Score of the Emotional Intelligence of Employees**

Source: Primary survey

IV. CONCLUSIONS AND POLICY IMPLICATIONS

The paper aims to explore the emotional intelligence of public sector employees.

This study is based on data collected from employees of the Department of Economics and Statistics, Government of Karnataka. Emotional balance is a natural aspect of complex life, and it is essential for organizational life as well. This study has identified seven key factors of emotional intelligence. It is clear from the study that resilience has the highest mean score ($M=3.54$) among the seven factors of emotional intelligence. The internality of emotions is reported to be at its lowest level ($M=2.70$). Resilience, self-awareness, social skills, drive, and empathy are all rated highly, with mean scores of 3.54, 3.23, 3.20, 3.04, and 3.00, respectively. The study has indicated self-management and internality, with mean scores of 2.89 and 2.70, respectively. Based on the findings of the study, the following recommendations are proposed pertaining to self-awareness, self-management, internality, motivation, empathy, social skills, and resilience.

Self Awareness: There is a necessity to enhance the self-awareness of officials across all age groups. A strategic approach involving training programs focused on confidence-building measures is essential. Any organization requires individuals with self-efficacy who will be more productive and contribute to the achievement of established goals in the Government Sector.

Self Management: To enhance self-management skills, it is essential to provide training focused on personal development, fostering positive attitudes, and effective time management, thereby instilling the appropriate methods for self-management within the organization.

Internality: The positive approach of employees is the essential requirement of streamline execution of tasks in the right track to attain goals efficiently and effectively. In order to foster the Internality, workshops on personality development must be conducted using an approach strategy.

Motivation: The strategic approach through the conduct of appropriate training sessions is necessary in order to raise the level of motivation. To raise the level of

motivation among department staff, there must be more regular recognition and appreciation of accomplishments as well as incentive programs. Motivation talks by eminent personalities should be recognized by the management at regular intervals.

Empathy: Management must implement a strategic framework to foster empathy by developing structured programs focused on human relationships and leadership skills, thereby promoting better harmony among employees and enhancing overall interpersonal relationships, which contributes to a more amicable working environment within the department.

Social Skills: Comprehensive training focused on communication abilities, social interaction, and organizing group discussions is essential to improve the social skills of employees within the department.

Resilience: Management should focus on conducting workshops that enhance employees' capabilities to confront challenges and recover from setbacks, thereby efficiently achieving organizational objectives. Consequently, targeted training programs should be implemented as strategic interventions to strengthen resilience levels.

In conclusion, emotional intelligence is essential in influencing the effectiveness, productivity, and interpersonal dynamics of government employees. It enables them to make well-informed decisions, ultimately enhancing their overall performance and the quality of their interactions within the workplace. By

fostering emotional intelligence, government employees can navigate complex situations more adeptly and contribute positively to their organizations. Integrating EI training and evaluation into recruitment, performance appraisal, and capacity-building initiatives can enhance service delivery and workplace morale, ultimately leading to more effective governance.

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