

Role of Emotional Intelligence in Organizational Learning: An Empirical Study Based on Banking Sector in Sri Lanka.

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Abstract

In the present millennium one factor that appears to be constant in organizations is change. As a result, of that organizations are forced to make significant transformations in order to adapt and survive in this new world. Revans (1983) says that in any epoch of rapid change, those organizations which are unable to adapt will soon find themselves in trouble, and adaptation is achieved only by learning. Organizational Learning (OL) is about the acquisition of new knowledge and highlights the importance of acquiring and disseminating information to assist organization actions (Miller, 1996). Huber (1991) identified that OL consists of four constructs; Knowledge Acquisition, Information Distribution, Information Interpretation and Organizational Memory. Any organization wishing to thrive through change must make the choice to promote, and allow employee expressions of Emotional Intelligence (EI) (Hunton et al, 1998; Robertson et al, 1999). Goleman (1998) has identified four main dimensions of Emotional Intelligence (EI); Self Awareness, Self Management, Social Awareness and Relationship Management.

Most of the literature expressed that there are very few studies on this topic in Sri Lankan context as well as all over the world. In addition to that empirical studies also proved that emotional research studies in organizational setting was ignored for a significant period of time. Therefore researchers were attempted to explore the nature and relationship of emotional intelligence in organizational learning

Researchers have selected Sri Lankan domestic banks for the study as financial sector is identified as one of the most dynamic and vibrant sectors of the economy. The units of observation of the study were at individual level, managerial level employees. 70 managerial level employees were selected through simple random sampling method for the study. Both primary data and secondary data were collected for the study. Primary data were collected using a structured questionnaire and in-depth interview. Questionnaire was pre-tested using test-retest method for estimating the reliability. SPSS computer package was used as a tool for compiling and processing data.

The findings of this study emphasized that the employees possessed above average level of EI and the processes of OL characterized by innovation, implementation, and sustenance of new ideas, processes structures and the likes are more than satisfactory. Further study results depicted EI as being positively and significantly related with OL. The findings have implications for management of people towards creating and maintaining OL.

Key words:- Emotional Intelligence , Organizational Learning , Knowledge Acquisition, Information Distribution, Information Interpretation, Organizational Memory, Self Awareness, Self Management, Social Awareness , Relationship Management.

Background of the study

In the present millennium one factor that appears to be constant in organizations is change. As a result, of that organizations are forced to make significant transformations in order to adapt and survive in this new world. Revans (1983) says that in any epoch of rapid change, those organizations which are unable to adapt will soon find themselves in trouble, and adaptation is achieved only by learning. Organizational learning is about the acquisition of new knowledge and highlights the importance of acquiring and disseminating information to assist organisation actions (Miller, 1996). Huber (1991) identified that organizational learning consists of four constructs; knowledge acquisition, information distribution, information interpretation and organizational memory. Learning and change is achieved through reframing and negotiating units of thoughts or perception, information processing interpretation and memory (Huber, 1991).Accordingly organization learning has been identified as a significant method for ensuring the success of continual change in organizations.(Senge,1992).

Recent research has explored the links between organizational learning and organizational development (Kalliath 2002), linked organisational learning to leadership and teamwork (Altman & Iles 1998), examined the importance of mentoring in learning organisations (Fritts 1998), observed the relationship between action learning and the learning organisation (Albert 1998) All of the current research on this topic focuses on behaviours that are associated with the learning organisation. Given the focus on positive behaviours within a learning organisation the question could be asked whether there are links between specific personality traits and the framework for the learning organisation. Clearly there are some factors that are closely linked. For instance, there is a clear link between Senge's (1992) description of personal mastery and locus of control (Rotter 1960). Senge (1992) describes personal mastery as taking responsibility for one's actions and, therefore, personal mastery is easier to attain for individuals with an internal locus of control than for those with an external locus of control. Learning can be seen to occur when organizations perform in changed and better ways, with the goal of better outcomes for the organisation. Learning is the highest form of adaptation thereby raising the probability of survival. It is argued that OL is about the acquisition of new knowledge and highlights the importance of acquiring and disseminating information to assist organisation actions (Miller, 1996). Not only will that learning involve the process of building procedural knowledge, cognitive strategies and attitudes also.

All the above researchers emphasize that the importance of the organizational learning. To face for these new challenges, continuous learning is part and parcel. Accordingly the level of intelligence of employees is a considerable factor for determining the adaptation to environmental changes and innovations through organizational learning. Academics as well as the practitioners have conveyed that the intelligence of human beings and its implications for the organization should be considered from the cognitive and emotional perspectives (Singh, 2007). They say that as compared to cognitive intelligence, it is the emotional intelligence that has greater relevance to organizational success. Moreover it has accepted that the human resources in any functional department possess more or less the same amount of cognitive intelligence but the star performers are those who maximize upon their psychic energy stored in their emotional context. In 1990 Salovey and Mayer originally defined Emotional intelligence (EI) as the ability of an

individual to monitor one's own and other's emotion, to discriminate among the positive and negative effects of emotion, and to use emotional information to guide one's thinking and actions. Revising the original framework which is introduced by Mayer and Salovey, in 1997 they contend that emotional intelligence is differentiated from other intelligence as it deals with the management of emotions and therefore, specially describes the complex process that links emotion and cognition.

Any organization wishing to thrive through change must make the choice to promote, and allow employee expressions of emotional intelligence (Hunton et al, 1998; Robertson et al, 1999). It has also been found that by demonstrating self-awareness, persistence, and leadership qualities (Cherniss, 1998) and great focus (Martinez-Pons, 1997) Goleman (1998) has identified four main dimensions of EI; Self awareness, self management, social awareness and relationship management. The construct of emotional intelligence contributes to 80 to 90 per cent of the competencies that distinguish outstanding leaders from average leaders, and sometimes more (Goleman et al, 2002).

Moreover, emotional intelligence is related to positive outcomes such as pro-social behaviours, parental warmth, and positive family and peer relations (Mayer et al, 1999; Rice, 1999). It has also been found that emotionally intelligent leaders are those who generate positive feelings among the followers that significantly enhance collective performance (Johnson, 2002).

In a number of empirical investigations, it has been observed that emotional intelligence and its related competencies are associated with excellence in personal, interpersonal, and organisational goals. These studies emphasize that the relationship between EI and OL. Boyatzis (1982) says that in top performing managers and executives, the drive of personal ambition is held in check by strong self-control and focused towards collective goals. Highly effective managers are adept at cultivating the reservoir of goodwill and trust, whereas the less effective managers generally fail to do so (Boyatzis, 1982; Kaplan, 1991). Emotionally intelligent employees can be a model for others and this results in developing shared mental models that are critical when individuals need to respond quickly to external organizational threats through OL. Proponents of organizational learning claim that individuals need to take a system approach and change their mental

models (Easterby-Smith, 1997; Senge, 1992) to collective mental models before a shared vision or modus operandi can be achieved.

Organizational learning aims at promoting innovation and flexibility through individual responses and decision choices at all levels so that organisations can respond proactively to change (Solomon, 1994). Emotionally intelligent employees tend to want outcomes that benefit others as well as themselves (Schutte et al, 2001). Hence, organisational learning is more effective if enacted by emotionally intelligent employees within clear operating boundaries (Scott-Ladd and Chan, 2004). Higher levels of emotional intelligence are reputed to contribute substantially to higher performance outcomes and inter-group relations, and are a prerequisite for organizational learning. Singh (2007) explored that his study using the emotional intelligence ie: self awareness, self management, social awareness, relationship management as independent variable and organizational learning as dependent variable ie: knowledge acquisition, information distribution, information interpretation, organizational memory, emotional Intelligence of the employees is positively and significantly related to the processes of organisational learning. Further he concluded that the employees in the study possessed above average level of emotional intelligence and the processes of organisational learning characterized by innovation, implementation, and sustenance of new ideas, processes, structures and the likes are more than satisfactory.

Research Questions

- (i) Is there any relationship between Emotional Intelligence and Organizational Learning of managerial level employees in banking industry in Sri Lanka?
- (ii) What is the existing level of Emotional Intelligence and Organizational Learning of managerial level employees in banking industry in Sri Lanka?
- (iii) What is the impact of Emotional Intelligence on organizational Learning of managerial level employees in banking industry in Sri Lanka?
- (iv) How do we measure Emotional Intelligence and Organizational Learning?
- (v) How Emotional Intelligence affect to enhance the performance of the organizations?

Problem statement

In this study explore the four branches of Emotional Intelligence ie: Emotional awareness, emotional management, social awareness and relationship management to identify the links between organizational learning and Emotional Intelligence. Because, EI has identified as a predictor of workplace performance and little research has been conducted regarding the relationship of these two concepts. Further more most of the literature expressed that there are very few studies on this topic in Sri Lankan context as well as all over the world. In addition to that empirical studies also proved that emotional research studies in organizational setting was ignored for a significant period of time, research in to the impact of emotions on organizational behaviour is increasing (Ashkanasy, Hartel & Zerbe 2000). Over recent years the construct of emotional intelligence has been advanced as providing greater insights into organizational behaviour (Mayer, Salovey & Caruso 2000). Specifically, emotional intelligence provides a significant contribution to understanding of relationships in the work context (Mayer et al. 2000; Jordan & Troth 2002). In past research studies, researchers developed a theoretical justification for the notion put forward by EI scholars that individuals with high emotional intelligence may be more effective in managing change through organizational learning than individuals with low emotional intelligence (Goleman 1998; Mayer & Salovey 1997). While these general claims have been made based on anecdotes (e.g. Goleman 1998), they have not been justified by a thorough examination of the literature or empirical testing. Researchers propose to advance this argument by indicating specifically what skills EI individual will draw on in relation to their ability to deal with emotions that allow them to successfully manage change through organizational learning.

Therefore this study attempts to full fill the existing knowledge gap in the Sri Lankan context. The problem addressed this study is as follows. “Whether there is any relationship between emotional intelligence and organizational learning in banking industry in Sri Lanka”.

Objectives of the study

This study attempt to accomplish following objectives

General Objective

- (i) To explore the nature and relationship of emotional intelligence in organizational learning

Specific Objectives

- (i) To develop a profile on the level of Emotional Intelligence and Organizational Learning
- (ii) To formulate suggestions, recommendations for better practice of Emotional Intelligence
- (iii) To argue through knowledge about these two construct through literature review

Review of Literature

Emotional Intelligence

Concepts of intelligence have evolved over the last 100 years. In the first half of the 20th century, there was a common belief that the adequate measure of IQ test. But looking into the findings of current researches, it is said that the IQ scores as the measure of intelligence need to be interpreted with caution. Academics as well as the practitioners have conveyed that the intelligence of human beings and its implications for the organisation should be considered from the cognitive and emotional perspectives. They say that as compared to cognitive intelligence, it is the emotional intelligence that has greater relevance to organisational successes.

In 1900 Alfred Binet begins administering tests to French school children for intelligence and first large scale administration of IQ test was held to US army. The notion of EI can be traced to Thorndike's (1920) concept of social intelligence, Wechsler's (1940) proposition of non-intellective abilities as well as Gardner's (1983) conceptualisation of

personal intelligence. However, the term of 'emotional intelligence' (EI) owes its origin to Salovey and Mayer (1990). They originally defined emotional intelligence as the ability of an individual to monitor one's own and others emotions, to discriminate among the positive and negative effects of emotion and to use emotional information to guide one's thinking and actions. Then emotional intelligence has been popularized by Goleman (1995, 1998), the concept is derived from social intelligence (Johnson and Indvik, 1999). Unlike abstract intelligence, which refers to the ability to understand and manipulate symbols, or concrete intelligence, social intelligence refers to the ability to understand and relate to people. According to the Goleman's emotional intelligence model he identifies four emotional intelligence domains and 19 associated competencies. These four domains are self awareness, self management, social competence and social management EI is also can define as an individual's ability to accurately perceive reality so as to understand and regulate their own emotional responses as well as adapt and respond to others (Mayer and Salovey, 1997; Pellitteri, 2002). This emerges as four interrelated social skills, grouped around knowledge, perception, regulation and general intelligence (Mayer and Salovey, 1997). Leaving aside general intelligence, the other components relate to the individual's ability to manage their emotional response (Goleman, 1998; Mayer and Salovey, 1997). Emotional perception allows individuals to respond congruently, as they recognize their own and others' emotional responses. Emotional regulation means individuals self-monitor the intensity and direction of their own and others' emotional responses, as Pellitteri (2002) highlights, allowing them to moderate negative emotional reactions and remain positive. Regulation, the third component, allows individuals to utilize their emotional knowledge to promote creativity and flexibility, social relations and maintain motivation. Mayer and Salovey (1997) recommend this framework be operationalized in the following ways. First, individuals who understand their own emotions can more accurately identify their responses and so change if need be. Second, the intellectual use of emotions means individuals' cognitive decisions are more acute, so they are better able to assimilate information, make judgments or be creative and solve problems. This suggests emotionally intelligent people are more self-aware regarding their strengths and limitations, and because of this they are claimed to be more confident, optimistic, flexible, innovative and comfortable

with new ideas (Bellack, 1999; Goleman, 1995, 1998; Mayer and Salovey, 1997). Clearly, employees offer advantages to contemporary organizations wanting to gain competitive advantage through adaptability, rapid response and change innovation. At this point, we must acknowledge that studies of emotional intelligence are in their infancy, with some questioning the veracity of the concept (Hunt, 2001) and its measures (Becker, 2003).

Among the test instruments that measure emotional intelligence are the Multifactor EI scale (MEIS) and Mayer Salovey Caruso EI (MSCEIT) are important. The MEIS has evidence of validity and reliability. Cherniss and Goleman conclude that there is no reliability evidence and little validity is this necessity

Organizational learning

The continuous increase in the literature concerning organizational learning confirms this interest in this topic (Chan et al., 2003; Shrivastava, 1983; Simonin, 1997). Management theorists and researchers recognize that organizational ability to learn facilitates organization-wide improvements and change adeptness (Finger and Woolis, 1994; Stata, 1989). Such adaptability enhances the competitive position through improvements in efficiency, productivity and innovation (Solomon, 1994). However, while learning is a cornerstone for competitive advantage, risks are attached to presuming all learning will be beneficial. Levitt and March (1988) categorize three negative impacts of learning: (1) superstitious learning, (2) success learning and (3) competency traps.

Superstitious learning occurs when positive results are interpreted as learning outcomes in spite of little or no association. Success learning involves expectations or assumptions that what worked best in the past will work for the future. Competency traps occur when the organization refuses to adopt superior technology despite its availability. These negative impacts are avoidable if organizations implement learning within a transparent framework where employees are emotionally intelligent enough to recognize, avoid and manage such pitfalls. Learning is best operationalized through the 'learning organization' concept, which Senge (1992, p. 14) describes as 'an organization that is continually expanding its capacity to create its future'. Senge (1992) argues that unless people change

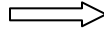
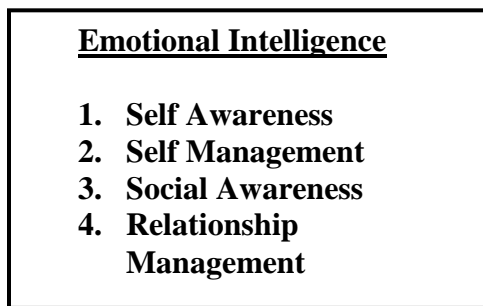
their thinking and interactions. He postulates the five-factor for crafting learning attributes in an organization. The first of these attributes is systems thinking, which is a philosophy that views unrelated sections, components, processes or events as integrated to improve decision-making. The second is personal mastery, where organizational members need to gain proficiency or skills through continuous learning so they have the capacity to produce desirable results. The third attribute is mental models, or the deeply ingrained assumptions or generalizations that individuals hold about the world. The third attribute underpins the fourth, which is a shared mental model, where members share the same vision of the organization's aspirations and future. Combined, these attributes promote team learning, whereby team members contribute to each other's development and capacity to achieve positive results. While the learning organization represents active promotion and organization of learning activities, Finger and Woolis (1994) clarify that OL denotes the change processes of an organization. The learning organization focuses on action and the creation of an ideal organization, whereas organizational learning, which draws on the disciplines of psychology, organizational development, management science, strategy, production management, sociology and cultural anthropology, is less clearly defined (Easterby-Smith, 1997). Lundberg (1995) clarifies this by explaining that organizational learning is more the process 'that takes place in organizations', whereas the learning

Organization is 'a particular type or focus of the organization'. Differing expectations arise depending on whether organizational learning is viewed as a cognitive or a behavioural response (Arthur and Aiman-Smith, 2001). Nonetheless, the general conclusion is that organizational learning is a set of activities designed for organizational improvement in processes initiated by the learning organization and one such strategy is the clearly defined guidelines of participation in decision-making.

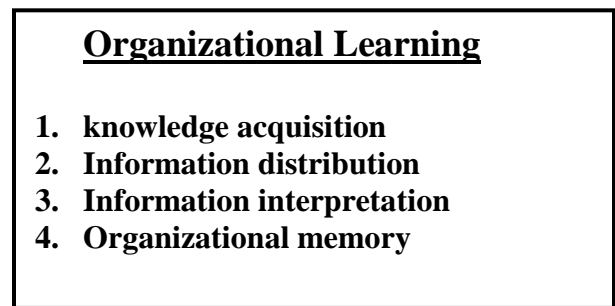
Conceptual Framework

Based on the literature findings, the conceptual framework was constructed to show the relationship between independent variable and dependent variable.

Independent Variable



Dependent Variable



Hypothesis

Two hypotheses were constructed for the present study in order to get a useful direction and a basis for future knowledge and explain the social phenomenon associated with the study.

Ho: - There will not be significant relationship between Emotional Intelligence and Organizational Learning

H1:- There will be significant relationship between Emotional Intelligence and Organizational Learning

Definitions of Concepts and Variables

Emotional Intelligence

1. Self Awareness

Self awareness is knowing one's internal states, preferences, resourced and intuition.

2. Self Management

Self management can be defined as managing one's internal states, impulses and resources.

3. Social Awareness

Social Awareness means that awareness of others' feelings, needs and concerns.

4. Relationship Management

Relationship Management can be defined as adeptness at inducing desirable responses in others

Organizational Learning

1. knowledge acquisition

Knowledge acquisition refers to the collect knowledge through internally or externally. The process of acquiring knowledge from a human expert for an expert system, which must be carefully organized into IF-THEN rules or some other form of knowledge representation.(Business Dictionary)

2. Information distribution

Knowledge distribution involves the dissemination of what has been learned.

3. Information interpretation

Knowledge interpretation refers to the process through which information is given meaning.

4. Organizational memory

Organizational memory can be defined as what people know about customers, products, processes, mistakes and successes

Methodology

Population and Sample

Researchers have selected Sri Lankan domestic banks for the study as financial sector is identified as one of the most dynamic and vibrant sectors of the economy, with development taking place during the past years in terms range of services, geographical coverage, technology...etc. (Central Bank Report of Sri Lanka, 2008) The competition among the private sector and the public sector in terms of service provided and the quality of service induced the selection of banks from both sectors. In addition, popularity of banks as promising employers in the labour market in the country, with many job seekers actively seeking employment opportunities in banks, no protestation of the decision to select banking sector for the present study. The units of observation of the study were at individual level, managerial level employees. Among the 11 domestic

licensed banks in Sri Lanka, five popular and main banks in Sri Lanka, three private sector and two public sector owned banks were selected for the study. 70 managerial level employees were selected through convenience sample as the sample of the study, because managers were considered to be the most appropriate respondents as their work responsibilities would expose them to their organization's operating practices in relation to decision making.

Data Collection and Analysis

Given the nature of the observation, the researchers have adapted a quantitative methodology approach for the current study (Reswell 2003, Silverman, 2000). Both primary data and secondary data were collected for the study. Primary data were collected using a structured questionnaire and in-depth interview. This research study relied upon the survey method for collection of data. Because social science research the questionnaire-based survey has become one of the most widely used techniques. Survey research is a systematic way of collecting data by obtaining opinions or answers from selected respondents, who represent the population of interests or occasionally, from an entire population (Grinnell, 1997). According to Ranasinghe and Fonseka (1998), questionnaire based survey has become one of the most widely used techniques of data collection for reasons such as organizational behaviour, ability to reach a large sample of the population, saving of time, feasibility to collect data within a predetermined framework and feasibility to process the data using a coding system that could be easily used on computers. Questionnaire was pre-tested and it contained 47 structured questions. Of 47 questions 5 were designed to gather background information of the subject while 24 questions were designed to gather data on EI and rest for OL. Secondary data were collected through internet, articles and other documents. Internal validity were measured by using the Cronbatches Alpha.

Both primary and secondary data have been summarized and analyzed in a readable and interpretable way. According to sarankos (1993) data analysis and interpretation is cyclical process and it enables the researcher to throw light on the research question and arrive meaningful conclusions regarding the problem focused in the study. Therefore,

careful attention was paid in selecting both descriptive and inferential statistical techniques. Descriptive statistics were used to analyze univariate analysis, where frequency distributions were used to count how many people gave particular answers to each question and percentages used to determine the fraction of people who gave a particular response. The percentage figure gives a very good picture of the distribution of the variable. These frequencies plots were presented using tables, pie charts and bar charts. Inferential statistics were used to explore from the patterns in the sample to likely patterns in the population. SPSS computer package was used as a tool for compiling and processing data. The responded data were scored using 5 points Likert scale method. Because data of the demographic variables were considered as nominal and the level of measurement of the variable of Emotional intelligence and organizational learning categorical, chi-square test as a non-parametric test was used to understand the impact of demographic factors on organizational learning and emotional intelligence. In addition to that, Pearson correlation matrix used as an inferential statistical tool since, it indicates direction, strength and significance of the bivariate relationship of all the variables in the study.

Significance of the Study

Organizational learning has identified as a significant method for ensuring the success of continual change in organizations and it involves capturing, storing and diffusing knowledge within the organization. Most of the organizations in the Sri Lankan context are failed due to lack of innovation and poor adaptation of change. Organizational learning aims at promoting innovation and flexibility through individual responses and decision choices at all levels, so that organizations can respond proactively to change.

The concept of Emotional Intelligence is new to Sri Lanka and businesses are more concerning about IQ rather than EI. According to the World Bank research report (Building Knowledge Economy, Issues and Challenges, 2008), the business failure rate of Sri Lanka is very high. It further revealed that innovations are very low and we are far behind other South Asian countries as well as all over the world. Organizational learning can play a big role in enhancing individual performance as well as organizational performance through innovation and affluent adoption to change. EI will show the

pathway to develop the new concepts and it will eventually lead to innovations and star performance in the organization. The development of business ie more innovation and creation will help to development of the country. Therefore the findings of the research will help for the sustainable development of the country as a whole.

On the other hand, previous empirical studies on this research have been based on some European, USA and Indian. But this particular research area neither has nor paid much attention in Sri Lanka and as a result there is a knowledge gap within the Sri Lankan context. Hence, this research has made an attempt to fill the existing knowledge gap on EI and organizational learning in Sri Lankan context.

It is hoped that this study will primarily be important for banking industry in Sri Lanka and it will be in a position to identify employees who are with high EI rather than high IQ and this will helped to successfully attain the innovations in organizations. Also this study may be of assistance to all other organizations in Sri Lanka in general for the purpose of improving their organizational performance. Moreover this study may be useful for those who are interested in understanding the impact of EI on organizational learning.

Results and Discussion

The sample of this study consists of seventy managers of the baking industry in Sri Lanka. But 53 managers only responded for the distributed questionnaires yielding 76% response rate. The table 1 shows the background information of the respondents. Accordingly 74 % of managers was in the age group of 36-45 years, while 85% of them were married. Educational attainment of the managers indicated that more than 64 % possessed bachelor's degree and postgraduate degrees. In addition 73 % of them has professional qualifications in respective fields. 59 % of manager's work experience in managerial post was ranged from 1-6 years while 31 % had 7-13 years of work experience.

Reliability Analysis

A reliability analysis was done to check whether each questionnaire measure the variables reliability. The Chronbach's Alpha value was measured for this purpose. The results revealed that the questionnaires measure the variables reliability.

Table:-01

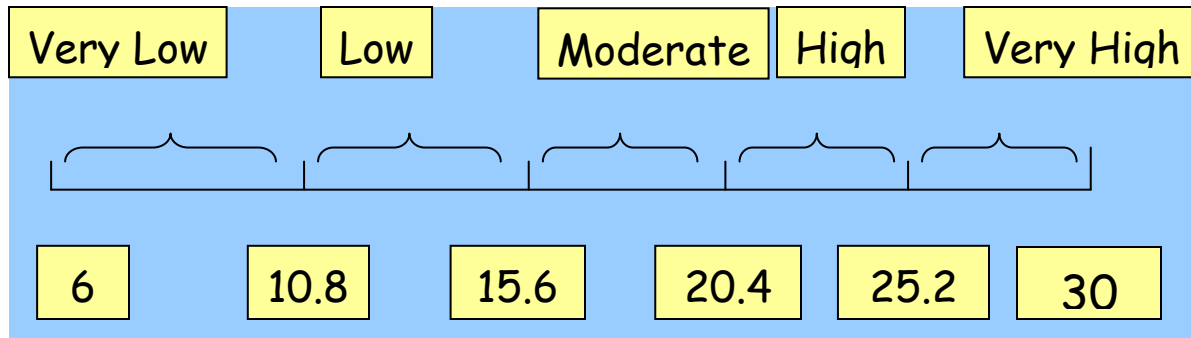
	Questionnaire	Alpha value	Comment
1	Self Awareness	0.65	Acceptable
2	Self Management	0.72	Acceptable
3	Social Awareness	0.67	Acceptable
4	Relationship Management	0.74	Acceptable
5	EI	0.63	Acceptable
6	Innovation	0.68	Acceptable
7	Implementation	0.64	Acceptable
8	Stabilization	0.71	Acceptable
9	OL	0.65	Acceptable

Descriptive Statistical Analysis

The degree of EI and OL were operationalized through the use of 24 questions and 18 questions on a five point scale of "strongly agree, agree, neutral, disagree and strongly disagree. Weightages of 1,2,3,4 and 5 were given to these responses taking the direction of question items in to account. Since there were 6 question items under each and every sub dimensions the overall score of the respondent's can be shown as follows.

$$6*1=6, 6*2=12, 6*3=18, 6*4=24, 6*5=30$$

Figure 2:- Degree of Respondents



Maximum value = 30

Minimum value = 6

Range = $30 - 6 = 24 / 5 = 4.8$

Table:-02 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self Awareness	53	21	28	25.00	1.787
Self Management	53	17	28	22.96	2.449
Social Awareness	53	15	29	22.91	2.662
Relationship Management	53	18	28	23.47	2.250
Emotional intelligence	53	81	105	94.34	5.277
Innovation	53	19	28	23.92	2.286
Implementation	53	19	28	23.60	1.945
Stabilization	53	17	26	22.36	2.176
Organizational Learning	53	61	78	69.89	4.177
Valid N (listwise)	53				

Table 2 shows descriptive statistics related to EI and OL. Mean value for Self Awareness, Self Management, Social Awareness and Relationship Management were 25, 22.81, 21.21 and 23.26 respectively. The overall mean value for EI was 68.55. This results revealed that managerial level employees in the Banking Industry in Sri Lanka possess emotional competencies are well above average level. Further these results implicated that, these employees possess well develop ability to understand and manage their emotions and other experienced and feelings. As the sample selected from the service industry (Banking Industry), this will help to successfully interact with their clients and ultimately to attain the competitive advantage.

Table 3 shows the descriptive statistical findings on dimensions of OL, i.e. innovation, implementation and stabilization. These sub dimensions drive through knowledge acquisition as innovation, information distribution and information interpretation and implementation and organizational memory as stabilization. For this taxonomy, researchers adapted previous literature developed by various authors in this field. All mean values related to three sub dimensions were in the above average level. These results depicted that there is a relatively high tendency of generating new ideas and new thing, implementation of these ideas successfully to attain the desired objectives and ultimately storage of these things with the purpose of future use. Ultimately these three kinds of organizational possess will help to enhance the self learning and self-renewal.

Chi-square Analysis

Gender

Table: - 03

Dependence	Chi-square	Degree of Freedom	Critical/Table Value (at 0.05)
Gender & EI	3.2243	4	9.49

The results of Chi-square analysis used to test the impact of gender on EI is presented in Table 4. It shows that the value of Chi-square for 4 degree of freedom at 0.05 levels is significance is 9.49. As the calculated value of chi-square is lesser than its table value at 0.05 levels, it can be concluded that there is a significant impact of gender on EI. It mean gender make a significant influence to determine the level of EI of managerial level employees in the Banking Industry in Sri Lanka.

Correlation Analysis

Table :- 04

		Innovation	Implementation	Stabilization	Organizational Learning	Self Awareness	Self Management	Social Awareness	Relationship Management	Emotional Intelligence
Innovation	Pearson Correlation	1	.293(**)	.233(**)	.254(**)	.283(**)	.291(**)	.256(**)	.258(**)	.267(**)
Implementation	Pearson Correlation	.293(**)	1	.284(**)	.312(**)	.287(**)	.279(**)	.223(**)	.291(**)	.314(**)

Stabilization	Pearson Correlation	.233(**)	.284(**)	1	.323(**)	.253(**)	.258(**)	.297(**)	.251(**)	.287(**)
Organizational Learning	Pearson Correlation	.254(**)	.312(**)	.323(**)	1	.324(**)	.278(**)	.294(**)	.325(**)	.314(**)
Self Awareness	Pearson Correlation	.283(**)	.287(**)	.253(**)	.324(**)	1	.335(**)	.285(**)	.282(**)	.278(**)
Self Management	Pearson Correlation	.291(**)	.279(**)	.258(**)	.278(**)	.235(**)	1	.212(**)	.275(**)	.269(**)
Social Awareness	Pearson Correlation	.256(**)	.223(**)	.297(**)	.294(**)	.285(**)	.212(**)	1	.367(**)	.286(**)
Relationship Management	Pearson Correlation	.258(**)	.291(**)	.251(**)	.325(**)	.282(**)	.217(**)	.367(**)	1	.257(**)
Emotional Intelligence	Pearson Correlation	.267(**)	.314(**)	.287(**)	.314(**)	.278(**)	.269(**)	.286(**)	.257(**)	1

Correlation is significant at the 0.01 level (2-tailed).

According to the correlation matrix, it was evident that emotional intelligence records a significant correlation with each OL variable. Respondents EI positively correlates with scores on the innovation scale ($r = .267, p < 0.01$) while implementation was correlated with EI ($r = .314, p < 0.01$) stabilization records a moderate correlation with EI ($r = .287, p < 0.01$). These findings were supported by the past researchers also. Schutte et al. (2001) is found that emotionally intelligent employees tend to want outcomes that benefit others as well as themselves. Further, organizational learning is more effective if enacted by emotionally intelligent employees within clear operating boundaries such as participation in decision-making (Scott-Ladd and Chan, 2004). If the findings of Schutte et al. and Scott-Ladd and Chan and also of the present investigation are to be believed, it is suggested that the process of organizational learning depends to a larger extent on the level of emotional intelligence of the employees in the organization. Thus, it may be said that the alternative hypothesis (H1) of the study is accepted while null hypothesis (H0) is rejected.

Conclusion

The findings of the study revealed that managerial level employees in the Banking Industry in Sri Lanka possess emotional competencies are well above average level. Further these results implicated that, these employees possess well developed ability to understand and manage their emotions and other experienced and feelings. All mean values related to OL were also in the above average level. These results depicted that there is a relatively high tendency of generating new ideas and new things, implementation

of these ideas successfully to attain the desired objectives and ultimately storage of these things with the purpose of future use. Thus, it may construe that there is a high tendency of investing their mental energy in acquisition, dissemination and interpretation of new ideas and generating new things for succeed in this dynamic environment.

The study has been found out that there has been significant difference between male and female workforce on their level of EI. On the other hand, previous research on gender differences in EI have shown that in terms of total EI, men and women do not seem to differ, Furthermore the research findings revealed that women score higher than men on measures of empathy and social relationships. But men outperform women on stress tolerance and self confidence measures. In addition to that researchers were get to know through out the interviews that females to have better social skills and to be described as interested in other people. Women leaders as a group, when compared to male leaders as a group, tend to be described as more friendly Pleasants and socially sensitive. According to the correlation analysis EI was positively and significantly correlated with OL. Thus it can be concluded that as the employees become more intelligence emotionally there is a high possibility of developing positive attitudes towards experimentation, generating new ideas and finding out new ways of deal with new issues and problems.

Implications for managers

To achieve great competitive advantages it is part and partial of innovative ideas and practices. Therefore, employees should be aware of organization's strategic concerns, attitudes of optimism and adaptability or change catalyst and achievement orientation. For this to be realized there should be a sprit of team ware and collaboration among the employees and they should inspire each other.

Patterns of emotional intelligence are not fixed and employees can best their all round EQ by building their emotional abilities where they tack. Self awareness and self management can be developed through the practice of seeking on going feedback from supervisors and co-workers. The abilities to demonstrate her or him self as a cooperative,

contributing constructive member of the group is critical for long term current success. By influencing to other behaviours positively managers can achieve organizational goals through new job assignments, role models or coaches. For these implications managers should depend to a large extent on the training and development efforts as well as the intention of the organizational think. Therefore, organizations need to continuously invest resources to provide employees with needs-based training for both development as well as substances of emotional competencies. The competitive edge of organizations is totally depending in its emotional intelligent employees.

Limitation of the study

- Inherent limitations of data collection
- This research investigation only the emotional intelligence of employees and its relationship on the process of organizational learning. It is suggested that further research should include more personal as well as organizational variables.
- Issues regarding measurement of emotional intelligence

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