

A STUDY OF THE DEGREES OF EMOTIONAL INTELLIGENCE ON PROBLEM SOLVING SKILLS IN THE WAY OF DANIEL GOLEMAN¹

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Abstract:

The aim of the study is to reveal the effects of emotional intelligence upon problem-solving for business challenges that an employee meets at any time in business life. For this purpose, it is aimed to analyze behaviors of 135 white collars working in textile and food industry by making them complete self-report surveys. Prior to the survey, it has highly been suggested that emotional traits consisting of intrapersonal, interpersonal, motivation and self-management are effective. Daniel Goleman alleges that these emotional facilities are necessary for the problem-solving by acquiring it as an emotional trait. With respect to this approach, it is questioned whether emotional intelligence traits are used for solving the problem in business life or not within the survey of 73 questions. Eventually, it is found that emotional traits are subject to be used in problem solving in business life, otherwise gender differentiation, high employee seniority and being old are not related with possessing emotional intelligence and using it while problem solving in business life. Although it has been perpetually supposed that women are superior to men in terms of emotional intelligence and retaining high seniority and being old than others in a workplace are concerned with having emotional intelligence, the outcome of this research shows that there is no any similarity between men and women, retaining high seniority and being older than other don't mean to keep emotional intelligence for problem-solving in business life.

Key Words: Emotional Intelligence, Problem Solving, Employee

JEL Code: M12, M14, M19

DANIEL GOLEMAN YÖNTEMİYLE DUYGUSAL ZEKÂ DÜZEYLERİNİN PROBLEM ÇÖZME BECERİLERİ ÜZERİNE BİR ÇALIŞMA

Özet:

Çalışmanın amacı, iş yaşamında çalışanların her zaman karşılaşılabileceği iş problemlerini çözmek için problem çözmede duygusal zekâ etkilerini açığa çıkarmaktır. Bu amaçla, kendi kendini raporlayan anketlerle tekstil ve gıda sektöründe 135 beyaz yakalı çalışanın davranışları incelenmesi amaçlanmıştır. Anketten önce; kişisel, kişilerarası, motivasyon ve

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kendini yönetme gibi duygusal zeka özelliklerinin oldukça etkili olduğu düşünülmektedir. Daniel Goleman problem çözme için gerekli olan bu duygusal zekâ özelliklerini duygusal davranış özelliği olarak ele alıp ortaya koymaktadır. Bu yaklaşımla, iş yaşamında duygusal zekâ özelliklerinin problem çözüme etkili olup olmadığı 73 sorudan oluşan ankette sorgulanmaktadır. Sonuç olarak, iş yaşamında duygusal özellikleri problem çözüme bağlıdır; ancak problem çözerken cinsiyet farklılığı, çalışanın kıdeminin ve yaşın artması duygusal zekâyâ sahip olma ile ilişkili değildir. Önceleri iş yerinde duygusal zekâ, yüksek kıdeme sahip olma ve yaşın artması bakımından kadınların erkeklerden daha üstün olduğu sanılsa da; bu araştırma sonucu; kadın ve erkek arasında benzerlik olmadığı, diğer çalışanlardan yüksek kıdeme sahip olmanın ve yaşın daha büyük olmasının iş yaşamında problem çözme için duygusal zekâyâ sahip olmak anlamına gelmediğini göstermektedir.

Anahtar Kelime: :Duygusal Zekâ, Problem Çözme, Çalışan

Jel Kodu: M12 M14 M19

1. INTRODUCTION

Emotions are underlying factors of all our behaviors. Each behavior stems from feelings that enable humans to survive and show their reactions and communicate with other humans since ancient times by keeping away from gravity. Emotions have helped to show people's reactions and instinctively interpret what people feel inertly. Knowing how to handle emotions is a kind of ability through the anticipation of one's energy, knowledge and affect, perception and application of emotions. They totally refer to a capacity that keeps competence of emotions. On the other hand, problem-solving is a basic and major issue in people's life. Every human being meets problems to be solved in any way. The whole human capacity including energy, motivation, emotions, experiences, cognitive abilities is wasted in solving problems. Emotional Intelligence and Problem Solving are vital elements of the daily life of an individual. Although they have become major concerns in daily lives of people, there have been great temptation and enhancement of problem solving through emotional intelligence recently in business life.

1.1. LITERATURE REVIEW

1.1.1. EMOTIONAL INTELLIGENCE

There have been several explored scales to measure this competence. This competence has firstly been elaborated as social intelligence with the measurement of EQ-I (Emotional Quotient Inventory) scale developed by Reuven Bar-On in terms of intrapersonal dimension, interpersonal dimension, adaptation, stress management and general mood. (Bar-On, 2006:13-25). Secondly, Mayer and Salovey (1999) has measured EI with the scale of MSCEIT (Mayer- Salovey and Caruso Emotional Intelligence Test) and assessed it within the meaning and interrelation of emotions rather than emotions themselves. (Mayer and Salovey, 2004:197-215). Petrides and Furnham (2001) have made a distinction of emotional intelligence as a trait and an information-processing EI firstly measured with MSCEIT. Trait EI rather deals with emotions and feelings; otherwise, information processing EI puts forward recognition, diagnosis and distribution of emotions. It urges the existence of emotional intelligence, and its place in psychometric intelligence construction, and it is highly related with a scale instead of a method. (Furnham and Petrides, 2001:425-448)

As regard to business life, Cooper and Sawaf (1997) has emphasized recognition, vitality and draft of emotional intelligence enabling firms to work in fertility and make profit. According to this approach, emotions have important roles for generating integration between an employee and an organization. By this way, it is possible to construct a base of empathy; trustworthy, flexibility and creativity that enable employees take their jobs into consideration. (Cooper and Sawaf, 1997:1-31)

Daniel Goleman (1995) eminently states that emotions have their intelligence even in unvoiced transmissions beyond language. That is, every motive keeps an emotion within itself. Recognition and awareness of emotions lead them to use properly and this situation provides people redirect their behaviors in a better way. Every person meets challenges and problems in their lives. To debate and overcome problems, they highly need EI including intrapersonal, interpersonal, motivation and self-management skills. Daniel Goleman puts forward that the reconstruction of human behaviors could only be possible by knowing and realizing our emotions to control them. (Goleman, 2000:54-56; 60-62)

EI has been elaborated in different fields up to now. The concept of EI has mostly been associated with the issues such as problem-solving, conflict management, types of decision making, leadership, innovation. EI has highly been the subject of the educational field. Akgül (2011) has emphasized that EI is freed from the demographic traits of the participants, and it has no effect on conflicts when compared with conflict management. With respect to management field, in business life, examining on the decision-making styles, managers hold their mood high and folded in an optimistic status. (Akgül, 2011:104-106)

Altay (2011) has deliberately stated that the extent managers have benefitted from emotions and declared that their emotions are not worthy while making decisions. However, the average of decision making of the survey is high in terms of rational, intuitional, determined and instant; otherwise timid decision making is less than the average. On the other hand, the schools of managers that they graduated from are effective in tuning up their mood, explanation of their emotion and utilization of emotions. Age is an important factor underlying emotional intelligence. The older managers are, the higher the average of their decision making is. Moreover, it has been urged that mid-level managers could fasten general mood much easily, while high-level managers could benefit from emotions in high rate. (Altay, 2011:137-139)

In banking sector, the study about the effects of emotional intelligence and the low, mid, high level expression of innovative business attitudes on job satisfaction has been scrutinized among the different positions of public and special banks chosen randomly and taking place in Istanbul. It has been resulted in employees' emotional intelligence compiled of tuning up emotions, recognition, utilization them is effective upon creating an innovative way of thinking. (Orhan, 2012:81-84)

By the way, among academics, job satisfaction is not separated from their general mood. It has been agreed on that their job satisfaction changes to the places that they work at. When job satisfaction ranks from the high to the low, it is clearly revealed that the academics working at vocational high schools and institutes have high rate of job satisfaction; otherwise the least is the academic working at colleges. Furthermore, the rate of emotional intelligence is at the highest of preceptors and accordingly professors, research assistants, associate professors, assistants of professor and finally lecturers as regard to the difference of job satisfaction and emotional intelligence. And also, the school departments could be decisive in the rate of emotional intelligence. While academics having duty at vocational high schools are the highest and respectively colleges, faculties, institutes and finally rectorship. (Çömez, 2012: 120-123)

1.1.2. PROBLEM SOLVING

Recognition, regulation and utilization of emotions are benchmarks for solving problems inasmuch as one of the major parts of our capacity, cognitive ability could be deficient or insufficient. Thus, being emotionally rigorous and determined and not having a biased attitude towards problems are needed for solving problems successfully. Namely, EI consisting of self-awareness, self-management, social skills, empathy, motivation etc. help to struggle with challenges and solve problems. (Bingham, 1998:42)

Since problems keep different constructions, they have to be complied with various aspects. IQ provides to solve a problem, but not always. Problems sometimes don't need knowledge through the input-output process and solid solutions. They have to be tackled with communicative skills or negotiation as nobody knows everything. Sharing problems and negotiating with other people could be helpful. To achieve this, powerful social skills are crucial. Sometimes, problems could be concerned with human relations, so again communicative skills are needed to be used successfully. In business life, informative or social problems could occur, and EQ skills rather than IQ are prone to solve problems. (Güçlü, 2003:160)

On the issue of problem solving, there have been several pieces of research mostly in the fields of education and management. Tekeli (2010) has completed a comparative research about the problem solving among high school and graduate school students. It has been concluded that students overcome the problem when they meet them and this situation can be overturned with the techniques that improve these skills. (Tekeli, 2010:136-139). In addition to this, Larson and Heppner (1985) have tried to get an individual with problem solving perception with the experiment of a 19 participants (men and women) class by making them complete exercises. According to this, it has been aimed to compare problem solving skills of participants with those of non-participants moreover, it has been observed that participants are more successful than non-participants for solving problem in their daily life. (Larson and Heppner, 1985:55-65)

Heppner and Larson (1982) have developed a scale called as PSI (Problem Solving Inventory) that has enabled to measure problem-solving skills consisting of self-trust, inclusion and exclusion interaction, and self-control. (Heppner and Petersen, 1982:66-75). In the study, Gürbüz and Yüksel (2008) have questioned whether different levels of communication skills of management candidates are effective upon making the proper decision and problem-solving skills or not. At the end of the study, it has deliberately revealed that management

candidates having high-level communication skills are superior to the low ones in terms of making the proper decision and problem solving processes. (Gürbüz and Yüksel, 2008:186-187)

İşmen (2001) has explicitly examined EI and its effects on problem solving skills among graduate school students in Istanbul University and she has reached the conclusion that the more graduate school students have EI, the more they succeed in problem-solving. (Nazlı, 2013: 47). Moreover, Budak (2011) has scrutinized the effects of being control centered, self-esteem and learned helplessness and made out that self-esteem and learned helplessness affect problem solving at the mid-level, on the other hand, it has been made out the relation between being control centered and problem-solving is positive at the low level. (Yazıcı, 2011:1-21)

1.1.3. DANIEL GOLEMAN'S EMOTIONAL INTELLIGENCE AS TRAIT

Though the concept of EI was firstly depicted by Mayer and Salovey, EI has gained power through Daniel Goleman interpretation. Mayer and Salovey have described EI as three categories consisting of expression of emotion, regulation of emotion and utilization of emotion in solving problems. This situation has affected Daniel Goleman to elaborate EI. While Mayer and Salovey highly assessed EI as an information processing within traditional meaning. Daniel Goleman has postulated EI as an emergence in which many aspects of emotional intelligence correlate each other and perception and competence of emotions through special social and communication skills. Therefore, Daniel Goleman has alleged emotional intelligence as a trait and interrelated it with understanding, regulating and utilization of emotions. To know and to be aware of emotions, to put some rules to control them and to use them efficiently have somewhat interrelated with each other or needed to assess each of them separately.

2. Method and Data

In this section, it is intended to reveal the effects of emotional intelligence upon problem solving in business life. Therefore, a survey consisting of 73 questions combining with emotional intelligence and problem solving. The survey is based on the clusters of emotional intelligence of Daniel Goleman published in his book 'Working with Emotional Intelligence' and demographic traits of participants. Totally 135 white collar participants working in food and textile industry including % 57,8 men and % 31,9 women and their educational level % 58,9 at the level of BA. These questionnaires have been separated to the participants and at total 135 of them have answered it. Although there could have been some limitations such as time deficiencies and biased points of view of the participants, it has been made out that Cronbach alpha coefficient was 0,907.

2.1. Hypothesis

H1: There is a significant relationship between emotional intelligence and problem-solving.

H2: There is a linear relationship between cognitive techniques and problem solving.

H3: There is a similarity between self-control of the employee and problem solving.

H4: There is a similarity between self-consciousness and problem-solving.

H5: There is a similarity between empathy and problem solving.

H6: There is a similarity between attentiveness and problem solving.

H7: There is a similarity between positive attitude of an employee and problem solving.

H8: There is a similarity between possessing social skills and problem solving.

H9: There is a similarity between eagerness to learn and problem solving.

H10: There is a similarity between motivation and problem solving.

H11: There is a similarity between possessing high ego and problem solving.

H12: There is a similarity between gender, emotional intelligence and problem solving.

H13: There is a difference between seniority of an employee, emotional intelligence and problem solving.

H14: There is a difference between the educational level of an employee, emotional intelligence and problem solving.

H15: There is a difference between age, emotional intelligence and problem solving.

While examining the questionnaire results, scattered and uncommon variables have been compiled to common units by factor analysis. This method refers to make specifically identical and conceptually meaningful units of variables. For this purpose, KMO Kaiser Meyer-Olkin index and Bartlett's test highly used in SPSS have been preferred. The significant value in KMO is 0,545 and it means that the majority of collected data is at mid-level and the significant value of Bartlett's test is 0. Hence, it shows that data has a regular distribution and factor analysis could be made. Thus, main and sub-parts of emotional intelligence taking place in the book of Daniel Goleman 'Working With Emotional Intelligence' and leading to factors have been examined through factor analysis and finally divided to three major categories namely 'the characteristics of emotional intelligence, communication skills and intrapersonal awareness'.

Table 1. The Factor Analysis of Factor 1 Questions

Questions	Factors
	Factor 1
The employees having empathy have the ability of various aspects in solving problems.	0,403
The employee having frequent feedback and being appreciated is successful at solving problems.	0,558
I am open to the criticisms and opinions of the others while solving problems.	0,442
The employees having the feeling of high belonging and responsibility to their firms are more successful.	0,475
I see a solving problem as the success of the firms and I am proud of that.	0,359
The managers' helping to solve a problem increases the motivation of the employee.	0,52
I am motivated by the managers' showing the target while solving problem.	0,417
Communication network should be active while solving problem.	0,693
Group work and creating synergy provide to solve problems.	0,75
Brainstorming should be made in solving problem.	0,412
A problem could only be solved with cognitive techniques.	-0,368
In solving a problem, cognitive and technical methods are much important than emotional methods.	-0,364
I am easily adapted to the accurate place that I have been in.	0,669
I have been known that I am a reliable person in my business life.	0,775
I can control my anger easily.	0,305
I am modest.	0,698
I can take consistent decisions that directed to the target.	0,639
I take consideration of feedbacks related with the job.	0,626
I love my job and I like doing my job.	0,664
I can let the top management know the problems about the job	0,637
I am not timid about taking responsibility.	0,539
Whenever everything turns bad, I can keep my optimism.	0,353
Being kind and thoughtful always work fine.	0,447
Doing favor to others makes me happy.	0,772
Smiling makes somebody feel positive.	0,75
I am a good listener.	0,707
I participate in social life projects.	0,341
Talking about everything brings solutions.	0,406
I pay attention to the body language.	0,638
I am open to the changes.	0,603
I am open to the criticisms.	0,523
I am always open to learn anything.	0,793
I can motivate myself.	0,576
I can always keep alive my desire for being successful.	0,541
I feel that I belong to this firm.	0,465

2.2. THE CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

The factor analysis for emotional intelligence questions has been arisen from the various factors. These cover the employees' self-control, self-consciousness, cognitive techniques, empathy, attentiveness, being ready to the service, positive attitude, social skills, eagerness to learn, motivation, high ego and self-trust. All the

factors should have the value over 0,500. When the interrelation between emotional intelligence and problem solving is examined, the values under 0,500 have been taken it from the model. According to this factor analysis, the employees who showing good behaviors and manners, participating in their jobs willingly, getting feedback, having strong relation within the firms and of course being content of doing their jobs and also who love their jobs reveal emotional intelligence characteristics in problem solving.

Table 2. The Factor Analysis of Factor 2 Questions

Questions	Factors
	Factor 2
I benefit from the old experiences.	0,425
The ability of employees whose anxiety level are high is much developed.	0,407
The employees whose emotion control are high are much successful.	0,601
The employees whose emotional ability is high easily reach the solutions than those using cognitive.	0,325
I can easily ask for help from the unacquainted employees in the firm while solving problem.	0,638
I am not bored of solving a problem.	0,537
I benefit from the improvization and inspiration methods while solving problem.	0,438
I can make my methods agree to the other employees in solving problem.	0,554
Experiencing conflicts contributes to solve problems.	0,754
I think analytically while solving problems.	0,472
I can read the others' feelings easily.	0,653
I can easily communicate with the unacquainted employees.	0,567
Every work should be paid.	0,657

2.3. THE CHARACTERISTICS OF COMMUNICATION ABILITY

When the factor analysis for communication ability affecting on emotional intelligence and problem solving has been scrutinized, it has been concluded that self-control, self-conscious, social skills of emotional intelligence ability and having empathy in communication have been effective. All the factors should have the value over 0,500. When the interrelation between communication ability, emotional intelligence and problem solving is examined, the values under 0,500 have been taken it from the model. To this factor analysis, being aware of one's emotionally internal construction, keeping touch with others, communicating with the employees, and being awarded make out that communication ability is a responsive and indispensable factor for emotional intelligence while solving problems.

Table 3. The Factor Analysis of Factor 3 Questions

Questions	Factors
	Factor 3
I appreciate my feelings more than my thoughts while solving problems.	0,475
Ego in problem solving is more important than professional success.	0,421
I am confident with my instincts while solving problems.	0,44
The way coming to the mind firstly while solving problems is generally true.	0,388
I benefit from my imagination to solve problems.	0,468
I pay attention to my inner voice while making decision.	0,634
I feel panic under pressure.	0,562
I enjoy working by myself.	0,475
It is important that employees working in the same team have same ideas.	0,395
I can't easily adopt myself to new things.	0,522
I don't meet with workmates out of working hours.	0,541
Rivalry is more important than collaboration.	0,349

2.4. THE CHARACTERISTICS OF SELF-AWARENESS

When the factor analysis for self-awareness affecting on emotional intelligence and problem solving has been examined, it has been reached that the employees paying attention to their instincts and feelings, having the ability of thinking flexible and having a temptation to learning are more effective in solving problems. All the factors should have the value over 0,500. When the interrelation between self-awareness, emotional intelligence and problem solving is examined, the values under 0,500 have been taken it from the model. When self-awareness is elaborated, it is clearly seen that one knows their emotional status, keeping balanced and a whole work for both the employee's inner life and the employee's social life.

2.5. HYPOTHESIS TESTING

Table 4. The Correlation Analysis between emotional intelligence and problem solving

Hypothesis	Problem Solving			Emotional Intelligence			r	p
	\bar{x}	Ss	N	\bar{x}	Ss	N		
Emotional Intelligence	147,73	17,187	135	234,05	24,827	135	0,652	0
Cognitive Technique	147,73	17,187	135	17,43	2,42	135	0,127	0,141
Self-Control	147,73	17,187	135	17,07	3,161	135	0,442	0
Self-Consciousness	147,73	17,187	135	26,28	3,872	135	0,431	0
Empathy	147,73	17,187	135	13,49	2,62	135	0,341	0
Attentiveness	147,73	17,187	135	29,25	4,927	135	0,635	0
Positive Attitude	147,73	17,187	135	23,08	3,86	135	0,423	0
Social Skills	147,73	17,187	135	31,3	4,4	135	0,418	0
Eagerness to Learn	147,73	17,187	135	33,24	4,682	135	0,405	0
Motivation	147,73	17,187	135	27,01	4,817	135	0,466	0
High Ego-Self Trust	147,73	17,187	135	15,9	3,351	135	0,327	0

This table shows that there is a linear relationship between emotional intelligence traits and problem-solving due to 'r' value elaborated as positive as ranging from 0,327 to 0,652 value that describing the concrete correlation between variables. The significance value of all facilities is (p 0.000) and this value is less than 0.01, the hypotheses are agreeable. On the other hand, emotional intelligence and problem solving have been viewed generally at first hand and then cognitive capacity and the problem-solving have been examined secondly. It has been concluded that emotional intelligence (p: ,000) is more effective than cognitive capacity (p: ,141) in business life. All these main and sub-parts of emotional intelligence and problem solving correlation have been investigated by Pearson Correlation Test and there has been an occurrence that all emotional intelligence traits have been highly affected on problem solving.

Furthermore, intrapersonal awareness makes out the basis of emotional intelligence and it is deliberately related with problem-solving. Self-control and self-conscious (p: ,000) enable an individual to be effective. Having empathy, keeping tight social skills and being flexible (p: ,000) succeed in solving problems with the help of emotional intelligence. By the way, being eager to learn new things, keeping positive attitudes, being attentive (p: ,000) provide employees to achieve problems and challenges in business life. Getting communication skills and being self-trust and high ego (p: ,000) are crucial elements of emotional intelligence as regard to solving problems.

There is a similarity between gender, emotional intelligence and problem solving.

Table 5. The Correlation Analysis between gender, emotional intelligence and problem-solving

Gender	N	\bar{x}	Ss	Sd	T	p
Women	43	381,3	31,456	109,617	0,202	0,84
Men	78	379,92	42,984			
p<.05						

The table shows that there is not a similarity between gender, emotional intelligence and problem solving with participating of 135 employees according to T-test analysis. Most of the participants are men. The significance value is (p 0.840), and this value is bigger than 0.05, the hypothesis is disagreeable.

Table 6. The Correlation Analysis between seniority of an employee, education level, age and emotional intelligence and problem-solving

	Problem Solving		Emotional Intelligence		
	N	\bar{x}	Ss	F	Sig.
Seniority of Employee					
[0, 1) year	8	397,75	26,649	0,88	0,497
[1, 2) years	17	386,16	36,84		
[2, 5) years	32	390,91	28,819		
[5, 10) years	23	378,74	41,441		
[10, 20) years	27	379,7	36,124		
[20+) years	8	367	38,527		
Total	115	383,96	38,527		
Education Level					
Primary School	1	218		5,964	0
High School	33	378,91	38,728		
Graduate School	13	368,85	40,953		
BA	70	385,87	35,003		
MA	8	392,5	26,651		
Total	125	381,34	39,038		
Age					
25	9	383,33	42,317	0,594	0,705
25-29	23	388,83	32,664		
30-34	45	376,29	35,961		
35-39	19	385	39,986		
40-44	14	375	41,559		
45	8	367,25	64,262		
Total	118	379,91	39,171		

The table depicts that there is not a relationship between seniority of an employee, emotional intelligence and problem solving with participating of 115 employees ($p > 0.05$) value is as a result of Levene test. Half of the participants have been working at the level 5 years and over it. Tamhane has been chosen for T-test analysis. The significance value is 0.497 and this value is bigger than 0.05, the hypothesis is disagreeable. Moreover, when searching relationship between the education level of an employee, emotional intelligence and problem solving with participating of 125 employees. Most of the participants are graduated from universities, or they have MA degrees. One direction ANOVA has been chosen. The significance value is 0.000, and this value is bigger than 0.000, the hypothesis is agreeable. There is a concrete relationship between educational level and emotional intelligence ability upon problem solving. Further from this, there is not an intense relationship between age emotional intelligence and problem solving ($p > 0.05$) value as a result of Levene test. The participants are about 30 years old. Tukey has been chosen for T-test analysis. The significance value is 0.705, and this value is less than 0.05, the hypothesis is disagreeable.

In the search of demographic traits of participants, it has been revealed with T-test analysis that there has been no similarity between men and women in solving problems by using emotional intelligence. The average points of men 381,3 and those of women 379,92 show that they are not differentiated from each other with T-test by which more two components of a factor are included. By this way, the similarity between components could be investigated. Seniority of employees has been elaborated with emotional intelligence and problem solving in variance analysis in which the integration of more than two components have been searched. It has been found out that there is no similarity in the scores of emotional intelligence and solving problems. The result of Levene Test is ($p > 0,05$), so the hypothesis is disagreeable and Tamhane has been chosen. Among the groups of seniority are not homogenous. Moreover, education level and EI and solving problem have been searched with

variance analysis as well. The outcome is ($p < 0.000$), and this value smaller than 0.05 and the hypothesis is agreeable. The more employees are, the more talented they use EI in solving problems. Age is another important factor that has been investigated with one direct ANOVA. The interrelation between age, EI and problem solving has been observed. At the result of Levene Test is ($p: ,637 > 0,05$) and Tukey classification have been selected. Variances are homogenous. There is no any correlation with age to use EI for solving problems.

2.6. DATA ANALYSIS

We generated a pool of 73 questions based on the empirical method of emotional intelligence developed by Daniel Goleman (1995). The survey consists of the integration of emotional intelligence and problem solving. The first part of it refers to 44 emotional intelligence questions and the second part embraces 29 problem-solving questions. Actually, the survey has been paced with the beam of the book 'Working with Emotional Intelligence' of Daniel Goleman. The questions about cognitive techniques, self-control, and self-consciousness, and empathy attentiveness, sense of belonging, positive attitude, flexibility, social skills, eagerness to learn, motivation, and high ego were prepared according to the parts of this book and asked to 135 white collars working in several departments of two fair and large scaled firms. In general, the interrelation between emotional intelligence and problem solving has been scrutinized by factor analysis. The main parts including intrapersonal competence, self-management, motivation and interpersonal competence and sub-parts consisting of self-control, self-consciousness, empathy, attentiveness, sense of belonging, positive attitude, flexibility, social skills, eagerness to learn, motivation and high ego and mainly emotional intelligence and also cognitive ability have been examined with problem solving by using Pearson Correlation Test. The gender factor has been searched with emotional intelligence and problem solving with T-test. It has been concluded that there is no any similarity between groups. Seniority of employees has been elaborated with emotional intelligence and problem solving in variance analysis. It has been found out that there is no similarity in the scores of emotional intelligence and problem-solving. The result of Levene Test is ($p: 0,20 < 0,05$), so the hypothesis is disagreeable and Tamhane has been chosen. Among the groups of seniority are not homogenous. By the way, education level and EI and problem solving have been searched with variance analysis as well. The outcome is ($p < 0.000$), and this value smaller than 0.05 and the hypothesis is agreeable. The more employees are, the more talented they use EI in problem-solving. Age is another important factor that was associated with one direct ANOVA. The interrelation between age, EI and problem solving has been observed. At the result of Levene Test is ($p: ,637 > 0,05$) and Tukey classification has been selected. Variances are homogenous. There is no any correlation with age to use EI for solving problems.

3. Conclusion

The research described in this paper addressed to find out EI and its effects on solving problems in business life. For this purpose, the book 'Working with Emotional Intelligence' published in 1998 has been taken as a guide. Although it is an empirical study, Daniel Goleman puts case studies gathered from 121 firms and 181 different sectors. He outlines intrapersonal, self-management, motivation and interpersonal skills as a basis of Emotional Intelligence in business life. Within the case studies, he tries to accomplish how an employee should behave, how they should be and how they meet the problem. He reveals the concept of 'star' employee. Accordingly, even without being 'star' employee, we have tried to examine emotional intelligence ability on problem solving. So, we concluded that intrapersonal, interpersonal, self-management and motivation and its sub-parts have deliberately affected to solve problems very much.

We have perpetually suggested that women have more emotional intelligence than men and age is excessively related with emotional intelligence. However, we have concluded that there is no similarity between women and men employees in terms of using emotional intelligence for solving problems. Likewise, seniority of employee is not a determined effect on having emotional intelligence to solve problems and age has not a concrete effect upon EI when dealing with solving problems.

When compared with other researches in business sector, it has been achieved to the general conclusion that emotional intelligence has affected on organizational issues. Karaduman (2010) has revealed that there has been a high relation between emotional intelligence and job performance in a market research company working with fast moving consumer goods companies. In 2013, Genç completed a research about emotional efforts of employees have vigorously emphasized on their job satisfaction in tourism sector. When employees have contacted with customers superficially, their job satisfaction has ever been the least. Moreover, Abi and Jijo (2012) have concluded that emotional intelligence and job satisfaction have intensely related with each other. Employees have shown high content as they have turned to be talented emotionally. They have made a research of emotional intelligence with the paths of Emotional Intelligence of Daniel Goleman and they have followed the clusters of emotional intelligence and examined job gratifying within them. And they have found that EI is not only effective on organizations but also in daily life so emotional intelligence facilities could be reflected on

employees' job satisfaction. Since well-balanced emotional intelligence means people to be satisfied with their jobs and their lives.

Hence, emotional intelligence skills should be used to build organizational competence by exposing emotional intelligence studies embedded in company training. It is possible to gather effective teams, support exceptional customer care, hold great employees within the body of the organization and manage it effectively through this way. Furthermore, it can be spurred in the field of management in academies due to the fact that there has been an increasing demand of well-managed emotional intelligence in organizations. Academic people could make up the paths of using emotional intelligence by coming up with new methods based on daily life samples or case studies for definite sectors such as banking, management and technology. Since emotional intelligence has become a benchmark through every aspects of life, it should be tutored in each department of academies and given importance with in-service training in private sectors. With this respect, managers should rely on in-service training to improve emotional intelligence of employees. This could be achieved if it can be made out a kind of habitual and organizational behavior. Therefore, each component affecting on emotional intelligence in solving problem should be scrutinized diligently by accounting for all possible cases that could be come across. For further researches, gender and age factors should be specially examined within different areas in business life. This could be a changeable factor and they should be examined with several experiments to reach out concrete outcomes.

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