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EMOTIONAL INTELLIGENCE AND IT'S IMPACT ON EMPLOYEE EFFECTIVENESS IN IT INDUSTRY AT COIMBATORE

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Introduction

For a sector that has struggled to get a foothold in the city for almost two decades, it looks like finally, the IT and ITeS firms, big and small, have embraced Coimbatore as a destination. Apart from vacant land available at the IT parks for development, Coimbatore has totally 3.6 million sq.ft of built-up IT space. Of this, nearly 1.4 million sq.ft is in special economic zones, which includes the Tidel Park and two private IT parks. The Coimbatore Tidel Park, commissioned in 2010, has achieved 100 per cent occupancy this year with more than 60 companies operating from it and employing nearly 9,000 people. This includes multi-national companies, start-ups and SMEs. Though IT companies were operating in the city even in the last 1990s, the real thrust came with the development of the CHIL SEZ about 10 years ago. With the Coimbatore Tidel Park, the city got the required visibility. Yet, there were issues such as international connectivity and social infrastructure that were seen as challenges for the growth of the IT sector.

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage our own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

THREE MAIN MODELS OF EMOTIONAL INTELLIGENCE

Currently, there are three main models of EI:

1. Ability model
2. Mixed model
3. Trait model

Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs.

ABILITY MODEL

Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." However, after pursuing further research, their definition of EI evolved into "the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

The model claims that EI includes four types of abilities:

1. **Perceiving emotions** – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. **Using emotions** – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem-solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. **Understanding emotions** – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. **Managing emotions** – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The ability EI model has been criticized in the research for lacking face and predictive validity in the workplace. However, in terms of construct validity, ability EI tests have great advantage over self-report scales of EI because they compare individual maximal performance to standard performance scales and do not rely on individuals' endorsement of descriptive statements about themselves.

MIXED MODEL

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main EI constructs :

1. **Self-awareness** – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
2. **Self-regulation** – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. **Social skill** – managing relationships to get along with others
4. **Empathy** – considering other people's feelings especially when making decisions
5. **Motivation** – being aware of what motivates them.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere "pop psychology"

TRAIT MODEL

Konstantinos V. Petrides proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous publications. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality." In layman's terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self-perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait EI model is general and subsumes the Goleman model discussed above. The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it

EMPLOYEE EFFECTIVENESS

Employee effectiveness relates to the ability to achieve set goals, which should be directly proportional to that of an organisation's. An organisation's goals are focused on enhanced productivity, establishing a healthy work environment and better revenue and profits.

CRITICAL ELEMENTS FOR MEASURING EMPLOYEE EFFECTIVENESS

Accurately and fairly measuring employee effectiveness requires more of a holistic approach, and if we keep these five critical elements in mind, we will be on the right track.

1. Define what effectiveness means

We can't measure effectiveness until we know what "effectiveness" means for our team. That definition should be aligned with one or more of our organizational goals. One quarter that goal might mean growing revenue, while next quarter it might mean improving quality. Determine how each individual employee can contribute toward that goal (that might mean adding clients if it's a salesperson, or producing usable code if it's a programmer) and weigh their effectiveness based on that metric.

2. Prioritize achieving goals over hours worked

Our responsibility as a manager isn't to hold their hands and babysit them. Instead, we need to help them to do their jobs better and achieve their goals. Measure employee effectiveness based on their contributions, instead of how many hours per day they need to work to complete their tasks. By that same token, if we find that our employees are getting all of their work done in an hour or two per day, it may be time to either promote them or give them more work.

3. Give continuous feedback

Letting an employee backslide for an entire year before giving a negative review isn't beneficial to anyone. Check in on a regular basis—we can determine whether that should be weekly, monthly, or quarterly—to let them know how they're doing and where they have room for improvement. Though our employees are not robots and we can expect some fluctuations. For example, if an employee takes a few days to get back up to speed after returning for summer vacation, or has a personal issue that resolves itself in a timely manner, there's no need to hit the panic button. The key here is to check in frequently so that we can make incremental improvements throughout the year before they become big problems to deal with.

4. Use peer feedback

The purpose of peer feedback—also known as 360-degree feedback—isn't to encourage co-workers to snipe at each other. Instead, it's meant to provide a valuable perspective on our employees' performance that we might not have access to otherwise. No matter how hands-on are we as a manager, we will never be able to spend as much time with every member of our team as they collectively spend with each other. To preserve anonymity, set up a survey using Google Forms or another free option to field this feedback. We should also subject ourselves to peer feedback to show that we are committed to the process and no one is above it.

5. Measure team performance

In 1975, Philadelphia Flyers defenseman Jim Watson was named an All-Star despite scoring just two goals in 79 games. A deeper look at the statistics would show that when Watson was on the ice, the Flyers as a team scored 66 more goals than they allowed and made it all the way to the Stanley Cup finals. Watson wasn't scoring goals, but he was clearly doing something to help his team win. In football, offensive linemen are similarly rated based on team accomplishments such as rushing yards, sacks allowed, and—ultimately—wins. Isolating individual performance is important, but it doesn't always tell the whole story. There will always be intangible contributions—whether it's facilitating team communication or reducing stress—that we can only really gauge by measuring team performance as a whole.

LITERATURE REVIEW

A comprehensive account of literature survey on emotional intelligence and its impact on employee effectiveness so far carried out from 1978-2022 have been compiled in the thesis to comprehend the results and their implications. The review highlights on components of emotional intelligence, a number of practical guidelines for the development and implementation of EI measures within occupational settings. The model developed by Goleman's Emotional Intelligence Competencies source (2001) is discussed. These models will form the foundation of the theoretical framework which was used to explore the emotional intelligence and its impact on employee effectiveness.

OBJECTIVES

- ❖ To examine the level of emotional intelligence among the employees in IT companies.
- ❖ To cluster the employees on the basis of the perceptions towards emotional intelligence.
- ❖ To find out the influence of emotional intelligence on organizational effectiveness.
- ❖ To study the stress level of respondents.
- ❖ To suggest the measurement action to enhance emotional intelligence and improve respondents performance.

RESEARCH METHODOLOGY

Research design

Descriptive research design is adopted for this study. A descriptive research is one which portrays accurately the characteristics of a particular group, situation or individuals.

Sampling design

The method of purposive sampling has been adopted for the purpose of selecting the required sample respondents for the study. Respondents have been chosen on a non-random basis. Purposive sampling is where researcher relies on his or her own judgement when choosing members of population to participate in the study.

Sample Size

500 samples were collected.

Data Collection

- Primary Data

The required data for the present study are collected through primary data with help of well structured questionnaire. The parts of questionnaire include demographic profile of the respondents. Emotional intelligence factors, causes of work related stress, organizational effectiveness.

- Secondary Data

Secondary data are collected from books, journals, websites and other literature available.

Questionnaire design and questionnaire administration

The survey instrument was divided into four sectors to elicit information on demographic profile of the respondents, emotional intelligence factors, organizational effectiveness and causes of work related stress. Relevant statistical tools were used to analyze the data collected by using SPSS software. The questionnaire was drafted after gaining a deep insight from different literatures based on emotional intelligence and organizational effectiveness. Goleman's model was taken as base to draft the questionnaire for the main study. 500 questionnaires were distributed and 450 filled in questionnaire were collected for the study.

ANALYSIS OF DATA

The data collected through the survey instrument were analyzed using SPSS 21.1 and AMOS version 24. Tools such as T-Test, ANOVA, Garrett ranking, Confirmatory factor analysis along with Structural Equation Model (SEM) were deployed to answer the research question and research objective.

LIMITATIONS OF THE STUDY

The study has following limitations:

1. The research is carried out in private sector companies located in Coimabtoe district alone hence the various parameters considered during the research may or may not exist at different places other than this
2. The conclusion of the research can be arrived only on the basis of responses given by the sample respondents.
3. The process of collection of data was a real challenge as it consumes more time
4. There was reluctance on the part of respondents to provide data. However, adequate care has been exercised to collect the unbiased data.
5. Generalization of findings of the study is subject to these limitations.
6. Wrong opinion expressed by the employees may also affect the genuine of the result.

CHAPTER SCHEME

This study is made in five chapters as follows:

Chapter I: The first chapter deals with introduction, statement of the problem, need of the study, objectives of the study, scope and research methodology.

Chapter II: The second chapter deals with review of literature which is related to research topic.

Chapter III: The third chapter entitles an overview of emotional intelligence in order to get a deeper understanding about emotional intelligence.

Chapter IV: The fourth chapter is carrying out the analysis and interpretation of the study. Data collected from respondents were analyzed and presented in different tables using statistical tools with suitable interpretations.

Chapter V: The last chapter brings out the findings of the study, suggestions and conclusions.

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