



Emotional Intelligence and its impact on Job Performance of Employees working in selected IT Companies at Hyderabad.

Dr. Sanjay Kumar Taurani¹

1. Associate Professor, TKR Institute of Management & Science, Meerpet, Hyderabad-500097,

ABSTRACT

Over the past few decades there has been tremendous growth in Emotional Intelligence research. It has been learned that since Emotional Intelligence is not a trait, appropriate intervention programmes can inculcate a combination of dynamic skills required for the same. Emotional Intelligence is an essential factor to be considered in an organizational setup. Emotional intelligence is relevant for predicting organizational commitment and employees' work performance because most jobs require the ability to manage emotions. The objective of the study is to examine the impact of emotional intelligence on employees' performance in the IT Companies in Hyderabad. Descriptive design was adopted for the study. 100 questionnaires were randomly administered to respondents that were used for analysis. Factor analysis was used to analyse the collected data. The study revealed that there was a significant relationship between employees' emotional intelligence and performance. It is recommended that organizations should require new employees to participate in an organizational socialization programme that will include an emotional intelligence test to evaluate - the employees in order to make up for the lack of experience of new employees which will help them increase their performance.

Keywords: Emotional Intelligence, Organizational set up, Employees' Performance, IT Companies, Hyderabad

I.INTRODUCTION

Emotional Intelligence is a set of qualities and competencies that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra- personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Emotions are an intrinsic part of our biological makeup, and

every morning they march into the office with us and influence our behavior. Emotional intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating one, recognizing emotions in others, and handling relationships, Goleman (1995). Emotional intelligence improves individual and organizational performance. It plays a significant role in the kind of work an employee produces, and the relationship he or she

enjoys in the organization. The concept of Emotional Intelligence (EI) is playing a vital role in every organization which describes the ability, capacity, skill or, in the case of the trait EI model, a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups.

According to Daniel Goleman, there are five main elements of emotional intelligence.

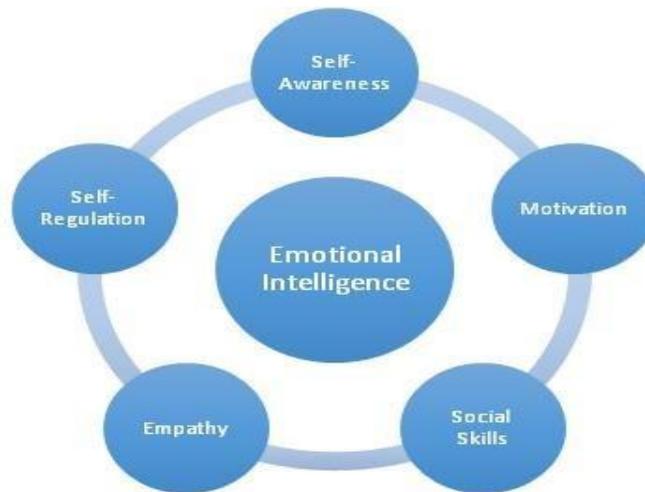


Figure 1: Goleman, Daniel. Emotional Intelligence. New York: Bantam Books, 1995.

Job performance is an integral component of organizational climate and an important element in management employee relationship. It is the positive emotional state that occurs when a person's job seems to fulfill important job values provided; these values are compatible with one's needs. The investigator feels that it would be interesting to study if there is any relationship between job performance and EI of the employees.

II. LITERATURE REVIEW

Employees need to enhance their emotional intelligence skills, apart from technical skills, which in turn will enhance their productivity on the job. Management of emotional intelligence by the team members will help in developing interpersonal skills of the team members. "Organization's to be successful, need to develop employee's emotional intelligence skills to work effectively in the organization" (Bob Wall, 2008).

Goleman presents emotional intelligence as a skill with two key areas in his emotional competence framework; "personal competence" which represents how to manage ourselves (i.e. self-regulation, self-motivation, etc.) and "social competence" which represents how to manage relationships (i.e. empathy, and social skills) (Goleman, 1995).

Professionals who exercise emotional intelligence are more balanced in that they know their own emotions and attempt to understand the emotions of others. In addition, "emotional intelligence encourages to utilize your emotions for flexible planning, creative thinking and motivating to accomplish goals and problems" (Mayer & Salovey, 1990). Recent findings suggest "high Trait EI individuals employ better emotional responses in dealing with and managing stressful effects of emotional dissonance experienced at work" (Mikolajczak & Luminet, 2007). During the past decade, management researchers claim that emotional intelligence has an influence on performance and productivity. High emotional intelligence also affects all aspects of management (Jordan, Ashkanasy and Hartel, 2002). Today, new findings show more attention to emotional intelligence on job functions (Steve, 2004).

Human performance is defined as a result of the actions set to achieve a goal based on a specific standard. This may

include actions or behaviour of all non-observable mental processing (e.g., problem solving, decision-making, program planning, reasoning) (Bailey and Robert, 2003). Emotion is a powerful psychological action that can affect behaviour and performance in an important way (Brown et al., 1997). Since many organizations are looking for performance improvement and they desire to carry out economic activities with maximum efficiency, they should enhance their employees' performance in the first step.

Jain, Vibhor; Jain, Smrita; Rastogy, Prachi, 2020 found that female employees are more emotionally stable in banks to deal with different situations which eventually helped them in career development. Ms. L. Ramya, Mr. K. Ramprathap, 2020 found that Emotional Intelligence has positive influence on job performance.

Dr. Chandrasekar Thangavelu and Dr. Viji Rajesh, 2020 in their study found that the emotional intelligence factor positively creates a relationship with the work performance of employee. Shehu and Kida Mohammed Isa, 2019, in their study found that the use of emotional intelligence was a more potent drive to any accomplishment than monetary rewards. Ayesha Anjum and Dr.

P. Swathi, 2017 found that teachers with high EI manage well with their intrapersonal and interpersonal relationships that the teachers with low EI. The result also shows a positive correlation between emotional intelligence and quality of life.

Performance is a function of knowledge, skills, capabilities and motivations. Emotional intelligence is an important capability in today's organization with changing behaviours and motivations. While research has shown there is a significant relationship between emotional intelligence, and employee performance (Rangriz and Mehrabi, 2010)

III. SIGNIFICANCE OF THE STUDY

Emotional intelligence principles provides a new way to understand and access people's behaviour, management styles, attitude, interpersonal skills and many more. It also paves way to find out their performance in terms of quality results. The purpose of this study is to examine the impact of the components of emotional intelligence play on employees' performance. Hence, this study examines the relationship between emotional intelligence, and employees' performance.

IV. OBJECTIVES OF THE STUDY

1. To understand the concept of Emotional intelligence.
2. To know the impact of the key components of Emotional intelligence on employees performance

V. HYPOTHESIS

H01: There is no significant relation between components of Emotional intelligence and Employee's Job performance

VI. RESEARCH DESIGN

The research design used for the study is descriptive research and the primary data is collected of 100 respondents is collected using a well structured questionnaire. The sample method used for the study is convenient sampling from employees working in selected IT companies in Hyderabad.

VII.DATA ANALYSIS

Table 1 Descriptive statistics for factors of Emotional Intelligence on Employee Performance

No	Description	N	Mean	Std. Deviation
1	EI provides self awareness in doing my work in the Organisation	100	4.09	1.015
2	EI provides self regulation in doing my work in the Organisation	100	3.95	.967
3	EI provides motivation in doing my work in the Organisation	100	3.44	1.019
4	EI provides social awareness in doing my work in the Organisation	100	3.50	.841
5	EI helps in providing better relationship with my colleagues	100	2.07	1.914
6	EI helps show empathy towards people connected with the Organisation	100	3.00	.926
7	EI helps in providing better adaptability of the work Environment	100	.311	1.235
8	EI helps in cultivating positive outlook towards team members	100	2.91	1.085
9	EI helps in resolving conflicts at workplace	100	1.89	.739

Table 2 Cronbach's Alpha for Impact of Emotional Intelligence on Employee Performance

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.752	.741	9

The Cronbach's Alpha for the 9 items is more than 0.5, which shows variables of EI are tested and significant for conducting factor analysis.

The result of the Cronbach's reliability analysis establishes a significant reliability between the variables tested (0.752 or 75 %).

Table 3 KMO and Bartlett's Test results for Emotional Intelligence

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.751
Bartlett's Test of Sphericity	Approx. Chi-Square	1521.82
	Df	55
	Sig.	.000

The above table presents the Test of Sphericity and Sampling Adequacy for variables that impact Employee performance using Emotional Intelligence.

The Bartlett's Test of Sphericity gives a higher Chi-square value of 1521.82, indicating that the sample included in the study is statistically found to be adequate ($p < 0.001$). Bartlett's test of sphericity is significant, thus, the hypothesis that the inter correlation matrix involving these nine variables is an identity matrix is rejected. Thus, from the perspective of Bartlett's test, factor analysis is feasible. As Bartlett's test is almost always significant, a more discriminating index of factor analyzability is the KMO. For the EI, it is .751, so the KMO also supports factor analysis. Principal components analysis was used for factors extraction.

Table 4 Commonalities of EI factors on Employee Performance

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.647	51.633	51.633	4.647	51.633	51.633	3.926	43.622	43.622
2	1.458	16.2	67.833	1.458	16.2	67.833	2.178	24.211	67.833
3	0.963	10.7	78.533						
4	0.72	8	86.533						
5	0.378	4.2	90.733						

6	0.327	3.633	94.336
7	0.24	2.667	97.033
8	0.189	2.1	99.133
9	0.078	0.867	100

Figure 2: Scree Plot of Emotional Intelligence

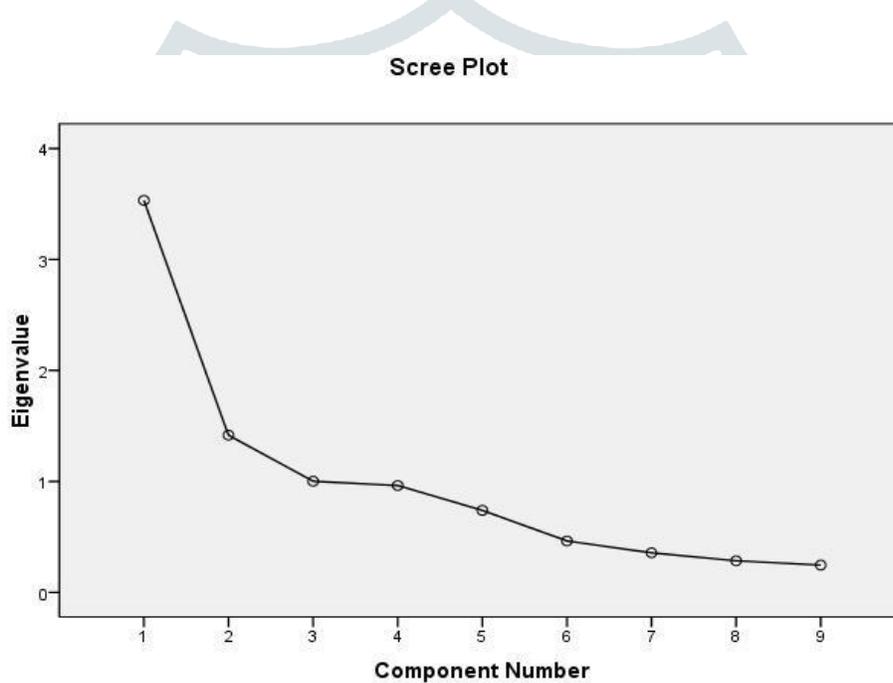


Table 5 Exploratory factor analysis for Emotional Intelligence on Employee performance

	Factor Loading
Factor -1 self concept	
EI provides self awareness in doing my work in the Organisation	.933
EI provides self regulation in doing my work in the Organisation	.776
EI provides motivation in doing my work in the Organisation	.809
EI provides social awareness in doing my work in the Organisation	.734
EI helps in providing better relationship with my	.702

colleagues	
% of Variance	43.622
Factor -2 Work Environment	
EI helps show empathy towards people connected with the Organisation	608
EI helps in providing better adaptability of the work Environment	.832
EI helps in cultivating positive outlook towards team members	.821
EI helps in resolving conflicts at workplace	.744
% of Variance	24.211

CORRELATION ANALYSIS

Table 6: Correlation between Emotional Intelligence and Employee performance

Usefulness of EI	usefulness	EI
Pearson Correlation	1	.752**
Sig. (2-tailed)		.000
N	100	100
Pearson Correlation	.752**	1
Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.05 level (2-tailed).

VIII. DATA FINDINGS

1. The results of the descriptive statistics showed that The item on the questionnaire that EI provides self awareness in doing work in the Organisation has a higher mean of 4.09 Followed by the item EI provides self regulation in doing work in the Organisation having a mean of 3.95 Next item that EI provides motivation in doing my work in the Organisation has a mean of

3.44 Followed by the item EI provides a user-friendly system for learning 3.50, The lowest mean score were for the items that the EI helps in providing better relationship with colleagues and EI helps in resolving conflicts at workplace 2.91 and 1.89 respectively.

2. The results of the Monte Carlo parallel analysis yielded two factors. The above two factors were mainly extracted for the Impact of EI on Employee performance for a total variance of 66.109 % of all items.

The two factors are self concept and work environment factors related to EI.

Factor 1 has five variables. They EI provides self awareness in doing my work in the Organisation, EI provides self regulation in doing my work in the Organisation, I provides

motivation in doing my work in the Organisation, EI provides social awareness in doing my work in the Organisation, I helps in providing better relationship with my colleagues explains 43.622% of the variance is found Emotional intelligence to be major impacting factor for on Employee's Job performance.

Factor 2 has four variables, they are; EI helps show empathy towards people connected with the Organisation, EI helps in providing better adaptability of the work Environment, EI helps in cultivating positive outlook towards team members, EI helps in resolving conflicts at workplace exhibited 24.211 % of the variance.

3.The results of the correlation analysis show that there is association between Employee performance and EI. It also shows that the relationship is positive relationship, which shows that the EI has a positive impact on the work performance of employees. This variable falls under the high positive correlation where the Pearson correlation value is 0.752. Meanwhile, the p value is

0.000 where the correlation is significant at the 0.05 level. Thus, it can be statistically claimed that there is an association between these two variables. Hence, according to the results of the test, the null hypothesis was rejected.

IX. RECOMMENDATIONS FOR FUTURE RESEARCH

Future research for EI and Job performance at the workplace is for organizations to provide training and seminars for employee awareness of the importance of the relationship between EI and Performance. Managers should review job requirements and role expectations for each employee, and be willing to provide training for those whom the work environment has made demands that the employees find hard to reach. Senior Managers of may wish to determine the EI levels of potential employees to fill positions with individuals who are able to manage positions involving display of analytical and technical skills more effectively. Further research can be done to determine if employees with higher EI levels are more effective in handling senior positions involving high skills and stress.

X. CONCLUSION

Organizations can benefit from a greater understanding of EI and its impact on various organizational issues. Emotions are present wherever humans are present, and the emotional variables should not go unmanaged. The results of this study indicate the value for HR professionals and executives in understanding the impact of EI on an employee's job performance. This knowledge can ultimately benefit company leadership and employees. On one hand, companies can position employees with higher EI levels in jobs that are considered more responsible and equally stressful. Employees with lower EI levels can be positioned in jobs considered to have lower lesser responsibility and low stress levels. The result should be a better aligned total workforce, which can lead to other positives such as higher job satisfaction, lower job burnout, and higher job performance. Emphasis should be placed on implementing EI training programs to aid in employee development and capitalizing on the potential stress reduction which may result in higher EI levels.

REFERENCES

- 1.Ashkanasy, N. M., Aand Aus, C. S.m (2002). 'Emotion in the Workplace: The New Challenge for Managers'', Academy of Management Executive, 16, pp. 76-86.
- 2.Ayesha Anjum, Dr.P. Swathi (2017), "A Study on the Impact of Emotional Intelligence on Quality of Life among Secondary School Teachers", International Journal of Psychology and Counselling, Volume 7, Number 1 (2017), pp. 1-13.
- 3.Bradberry, T. and Greaves, J. (2009) Emotional Intelligence, San Francisco: Publishers Group West.
- 4.Goleman, D. (1995). Emotional Intelligence. New York: Bantam.
- 5.Dr.ChandrasekarThangavelu, Dr.Viji Rajesh (2020), "A Study on Emotional Intelligence and its Impact on Workers performance in Textile Industry", International Journal of Advanced Science and Technology, Vol. 29, No. 3, (2020), pp. 10908-10921.

6. Jain, Vibhor; Jain, Smrita; Rastogi, Prachi (2020), “An Analysis for Role of Emotional Intelligence in Career Success in Commercial Banks of India”, Revista ESPACIOS, Vol. 41 (Issue 05) Year 2020, page 10.
7. Ji Wen, Songshan Huang, Pingping Hou (2019), “Emotional Intelligence, Emotional Labour, Perceived Organizational Support, and Job Satisfaction: A Moderated Mediation Model”, International Journal of Hospitality Management.
8. Meyer, J.P., Stanley, D.J., Heroscovitch, L., & Topolnytsky, L. (2002). “Affective, continuance, and normative commitment to the organization: A meta- Analysis of antecedents, correlations, and consequences”, Journal of Vocational Behavior, 61:20- 52
9. Ms. L. Ramya, Mr. K. Ramprathap (2020), “A Study on Impact of Emotional Intelligence Towards Organization Performance with Special Reference to Textile Industry”, UGC Care Journal, Vol-19-Issue-43-June-2020.
10. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9 (3), 185 – 211.
11. Shehu and Kida Mohammed Isa (2017), “The Effect of Emotional Intelligence on Employees Performance”, Arabian Group of Journals, Vol. 6 (12), 2017, ISSN: 2315-7844.
12. <http://theimportanceofemotionalintelligence.weebly.com/the-5-components.html>

