



Emotions To Efficiency: A Study on EI and Its Correlation with Productivity

Organization Behavior and Human Resource Management

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Abstract : This study explores emotional intelligence, its components and its relationship how they relate to productivity. It also highlights its significance in personal and professional success of a person. This research evaluates the gender difference in emotional intelligence levels of male and female students and the link between emotional intelligence and productivity levels among male and female students, by using a systematic convenience sampling methodology. It includes data from students between the ages of 18 and 30. The sample comprises of 500 students. Results indicate a gender gap in emotional intelligence between male and female students as well as the relationship between emotional intelligence and productivity levels between male and female students, where females exhibiting higher mean scores than males. The study also explored the components of emotional intelligence such as self-regulation, self-awareness, motivation, empathy and social skills and their impact on an individual's productivity. The study indicates that educational programs should integrate the findings of this and other similar research done in this area, in order to increase the effectiveness of educational programs and further development. The study also encourages further investigation in this area, to find out the root causes of these discrepancies

I. INTRODUCTION

The Latin verb "Emovare," which denotes continuous change and movement, is the origin of the word "emotion." Emotions are essential to human survival, as they influence how we perceive, understand, and react to the world. While our emotional experiences shape our personalities and how we see reality, they also play a significant role in enhancing productivity in both personal and professional lives. (McCollum & Callahan, 2002)

Emotional intelligence (EI) refers to the ability to recognize and understand our own emotions, as well as to manage them effectively and recognize and respond to the emotions of others. EI involves a set of skills that allow individuals to work more productively, form relationships, and communicate effectively. The core components are self-awareness, self-regulation, motivation, empathy, and social skills are all linked to how well we perform and achieve goals in various aspects

Self-awareness, the ability to recognize and understand one's emotions, helps individuals make better decisions and stay focused, which ultimately boosts productivity. Self-regulation involves being able to control and manage one's own emotions and impulses in order to achieve goals and maintain positive relationships. Empathy involves being able to understand and share the emotions of others, and social skills involve the ability to effectively communicate with others, resolve conflicts, and build relationships

Motivation involves the ability to channel emotions toward productive and positive outcomes, which helps individuals remain driven, focused, and engaged with tasks, leading to greater productivity.

For students, EI is crucial for balancing academic pressures. EI can help students to better understand their own learning style and how they respond to feedback, which can lead to improved academic performance. It also leads students to collaborate effectively with others, resolve conflicts, and work towards common goals. Students with high levels of EI can handle stress better, stay motivated, and collaborate effectively with peers and professors, which leads to improved academic performance and productivity.

In addition to the academic benefits, EI is also essential for personal growth and fulfilment. It can help students to better understand their own emotions and reactions, develop greater self-awareness and self-regulation, and ultimately lead to a more fulfilling and meaningful life.

Daniel Goleman's emotional intelligence model focuses on a wide variety of abilities and talents necessary for effective leadership. This theory proposes that emotional intelligence is a taught skill that may be enhanced by conscious effort rather than an innate aptitude.

The paradigm includes two categories of emotional competencies. Personal competence, which includes self-awareness and self-management, allows individuals to control their emotions and remain productive under stress; and social competence, which involves social awareness and relationship management, enables individuals to understand others' emotions, resolve conflicts, and work together to achieve common goals essential for maintaining a productive and collaborative environment.

Self-awareness and self-management are the two skills that make up the personal competency set.

- The ability to perceive one's emotions and their effects, employing intuition to inform decisions, is referred to as self-awareness.

- Self-management entails controlling one's emotions, adjusting to shifting situations, and employing emotional awareness to stay adaptable and positively influence behavior.

The social competency set also consists of the two abilities of relationship management and social awareness.

- The capacity for social awareness includes the capacity to perceive, grasp, and react to the emotions of others as well as the capacity to understand social networks.

- Managing relationships entails connecting with people, controlling emotions, motivating, influencing, and developing others, as well as handling disagreement.

	Awareness	Regulation
Social-Relational	Social Awareness Empathy Organizational Awareness Service Orientation	Relationship Management Developing others Inspirational Leadership Influence Change Catalyst Conflict Management Teamwork & Collab.
Self	Self Awareness Emotional Awareness Accurate Self Assessment Self Motivation Self Confidence	Self Management Emotional Self Control Transparency Adaptability Initiative Optimism

II. RATIONALE OF THE STUDY

The understanding that emotional intelligence significantly influences a person's achievement in both personal and professional spheres justifies the comparison of emotional intelligence between male and female students, especially in terms of productivity.

- **Academic and interpersonal outcomes:** Emotional intelligence has been linked to various outcomes, such as psychological well-being, interpersonal connections, and academic success, all of which directly impact productivity. Students with higher emotional intelligence tend to perform better academically and collaborate more effectively, leading to greater overall success. The insights gained can help inform educational policies and practices, providing individuals with the skills needed to be more productive in both their personal and professional lives.

- **Gender-based stereotypes:** There may be societal stereotypes about emotional intelligence and gender may lead to perceptions that men and women approach productivity differently. These perceptions can be refuted or supported by examining actual gender variations in emotional intelligence. By examining real gender differences in emotional intelligence, this study has the potential to challenge or confirm these stereotypes. Understanding how EI influences productivity across genders could debunk myths and offer more accurate perspectives on the abilities of both men and women in achieving success

III. LITERATURE REVIEW

Emotional intelligence is the ability of a person to comprehend, regulate, and assess their emotions. Whether emotional intelligence is an innate trait or something that can be learnt and developed is a topic of debate among academics. Emotional intelligence helps us solve difficulties and think more creatively by enabling us to use our emotions. A person with emotional intelligence is adept at four things: recognizing and utilizing emotions, comprehending, and controlling emotions, and controlling emotions. (Kannaiah,2015)

Due to its potential to enhance people's lives and provide them with opportunities for success, the study of emotional intelligence (EI) is gaining popularity. An increasing amount of research is being conducted to assess EI levels. (Kumar, 2020)

Employees that are more emotionally self-aware, expressive, creative, tolerant, trustworthy, and honest are more effective in social situations both inside and outside the company. Better performance on both an individual and organizational level results from this. "One of the fundamental qualities that develops strategic leaders in organizations is emotional intelligence." Emotional intelligence is highly valued by organizations since it has become a crucial criterion for evaluating successful employees and a component in building trust and productivity within and between organizational units. (Kannaiah and Shanthi conducted a study on emotional intelligence in the workplace,2015).

In accordance to research conducted on 200 companies and organizations worldwide, technical knowledge and cognitive ability only account one-third of the difference in work performance, whereas emotional intelligence qualities account for the other two-thirds. In leadership roles, emotional competence accounts for almost 45% of the variation in work performance. (Goleman, D, 1998)

Michael studied teachers and students to find out what qualities and emotional intelligence are required for success in a non-traditional classroom. According to the results, there was no significant correlation between children's academic achievement and emotional intelligence. When it came to emotional intelligence, teachers who were pessimistic tended to be more so than those who were more optimistic. This suggests that there is a clear relationship between optimism and emotional intelligence. Michael P. (2005)

According to Bibi S, the emotional intelligence and self-esteem of university students in Pakistan were positively correlated. That results showed that female students have higher EQs than male students.

IV. RESEARCH METHODOLOGY

4.1 Study

In order to assess students' emotional intelligence and its impact on productivity according to their gender, exploratory designs were used in this study. To complement our exploratory investigation, we read numerous academic articles and research papers related to emotional intelligence and productivity. Formulative designs are the simplest and the most basic ones, ideal for investigating new or unsure areas. The main objective of the study, as its title suggests, is to explore and understand the relationship between emotional intelligence and productivity. It uses qualitative research as its main method and offers a flexible methodology.

4.2 Population and Sample

- Population: A population is any group of individuals things that are the subject of a survey and are comparable in at least one way. Students in our population are 18–30 years old and pursuing graduation or post-graduation degrees.
- Sampling unit-A single sample member is known as the sampling unit. Male and female students make up the sampling unit for our research.
- Sampling size- Number of students in the sample: 500 total, 250 of whom are male and the remaining 250 are female.
- Sampling type-The sampling approach we used for our study was a convenience sample. We gave our peer group the questionnaire to collect data for our investigation

4.3 Data and Sources of Data

We prepared questionnaire design as our primary data collection tool, which aimed at revealing the respondents' fundamental beliefs, values, and emotional competencies. These components are important to interpret that how EI impacts their approach to work, collaboration (team work), and overall productivity. Direct questions cannot be used in research projects that are attempting to uncover the latent reasons of behavior. To address this, we have crafted a situation based questions that can reveal respondent's fundamental ideas, opinion, and values.

4.4 Statistical tools

- Data collection: To collect data, we used Google Forms for conducting questionnaires.
- Data analysis: Microsoft Excel is used to analyze the data

4.5 Hypothesis

In a research study, a sample of boys and girls will have their emotional intelligence evaluated using standardized tests and assessments, which will test the hypothesis. We contend that there is no significant relationship between emotional intelligence and workplace productivity

RESULTS AND DISCUSSION

5.1 Results of Descriptive Statics of Study Variables

In our study of both male and female students' emotional intelligence and productivity, with participants aging from 18 to 25, the sample included 250 males and 250 females on a Likert scale where 5 represented "Strongly Agree" and 1 represented "Strongly Disagree." We gave them numerical values. Our analysis revealed significant gender-based differences:

- Emotional Intelligence: Females had a mean score of 4.3, while males scored 3.9 .
- Productivity: Females had a mean score of 4.6, compared to males 'The 4.0 confirmed this difference as statistically significant.

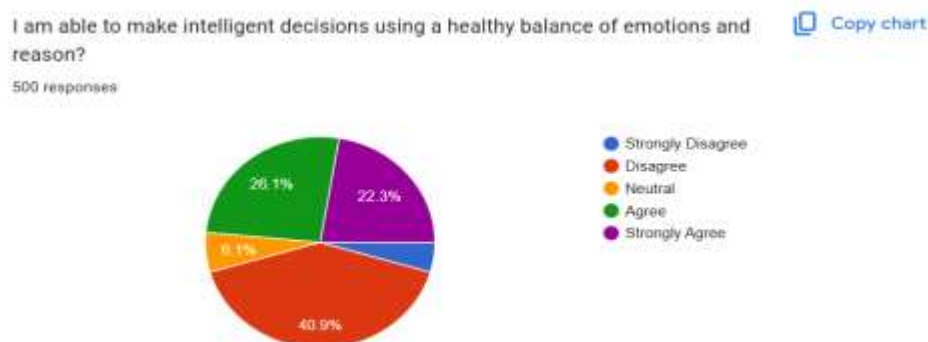
These findings highlight that females outperformed males in both EI and productivity, demonstrating a strong correlation between the two variables.

As a result of this data, we conclude that there is a significant difference in both emotional intelligence and productivity between male and female students, and hence this reject our hypothesis.

These are some of the questions that contradict our hypothesis that there is no significant difference between the levels of emotional intelligence of male and female students.

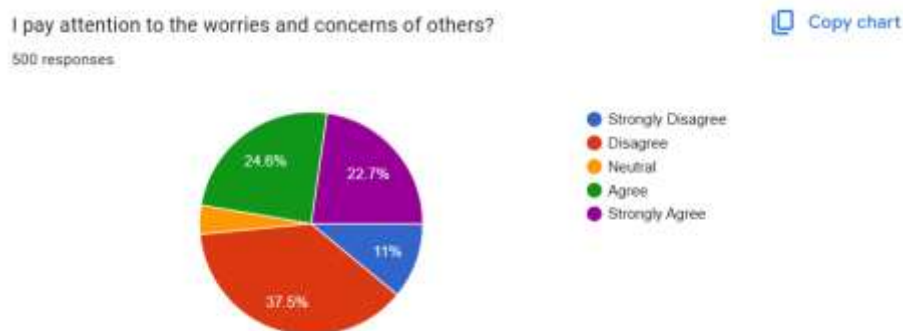
- **I can make intelligent decisions using a healthy balance of emotions and reason?**

This question examines self-awareness and self-regulation, which are essential for rational decision-making.



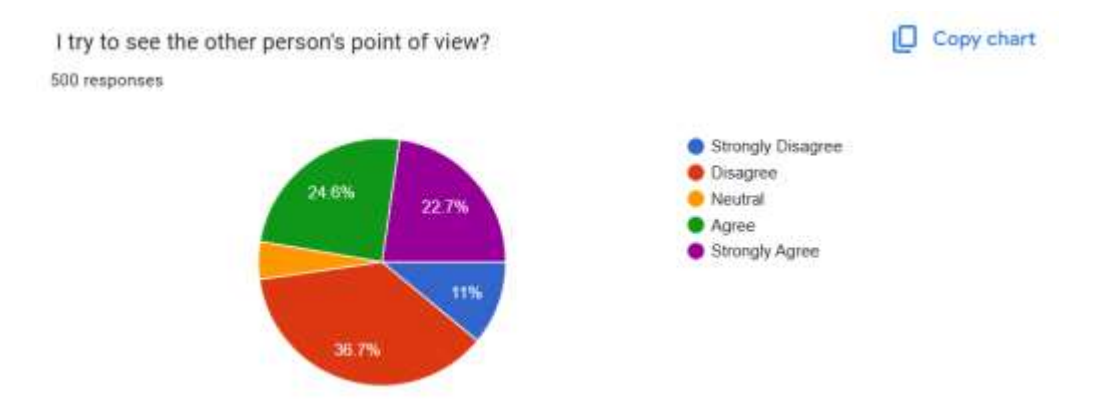
- **I pay attention to the worries and concerns of others?**

This reflects empathy, a crucial component of EI that helps us connect with and support others.



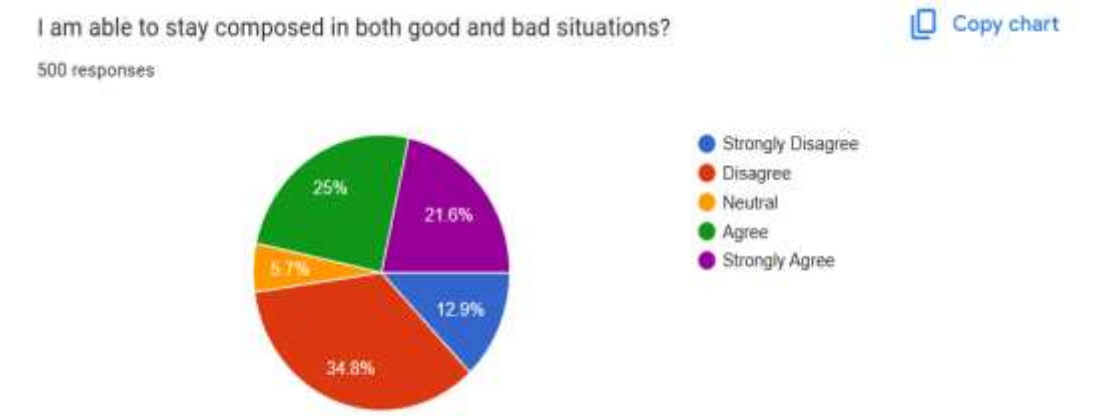
• **I try to see the other person's point of view?**

This question measures social awareness, highlighting one’s ability to understand and respect different perspectives, which helps individuals maintain stability and focus during challenging times.



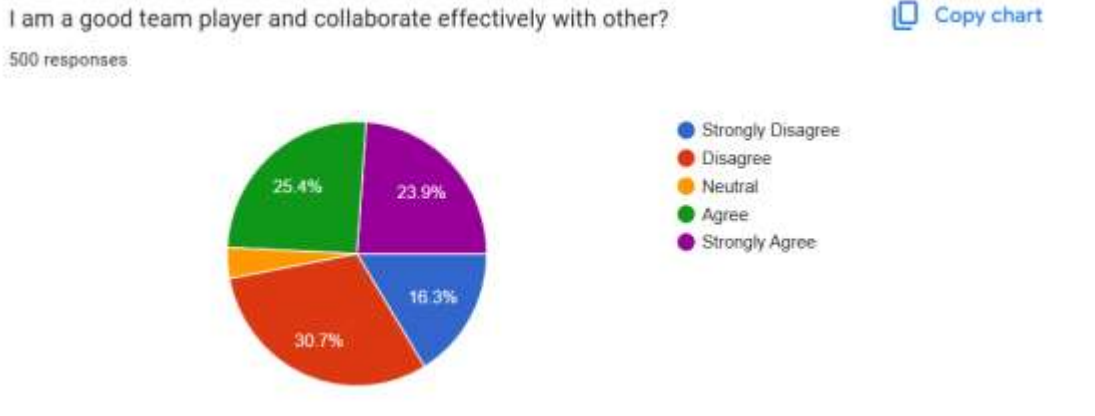
• **I am able to stay composed in both good and bad situations?**

This assesses self-management, which helps individuals maintain stability and focus during challenging times.



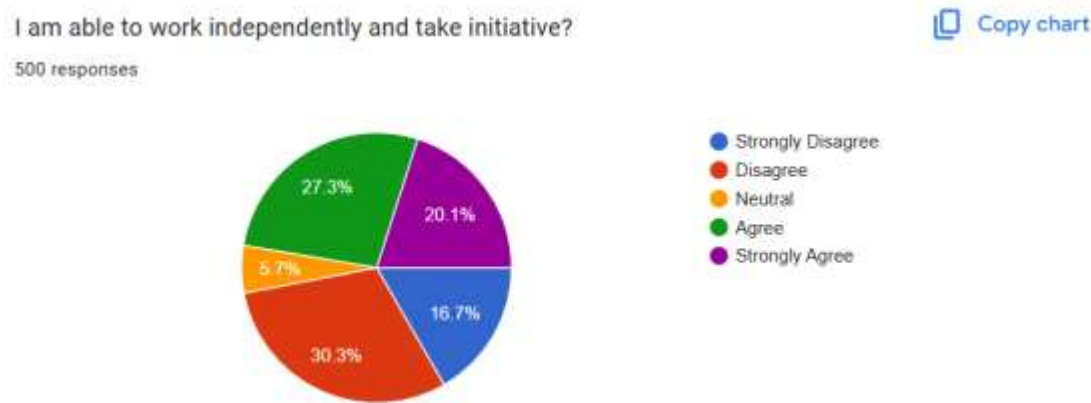
• **I am a good team player and collaborate effectively with other ?**

This question evaluates time management and organizational skills



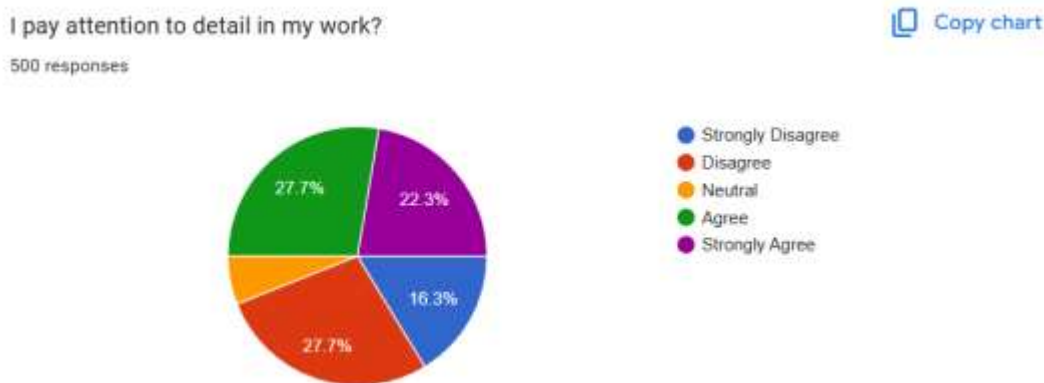
• **I am able to work independently and take initiative?**

This measures self-motivation and the ability to work without constant supervision.



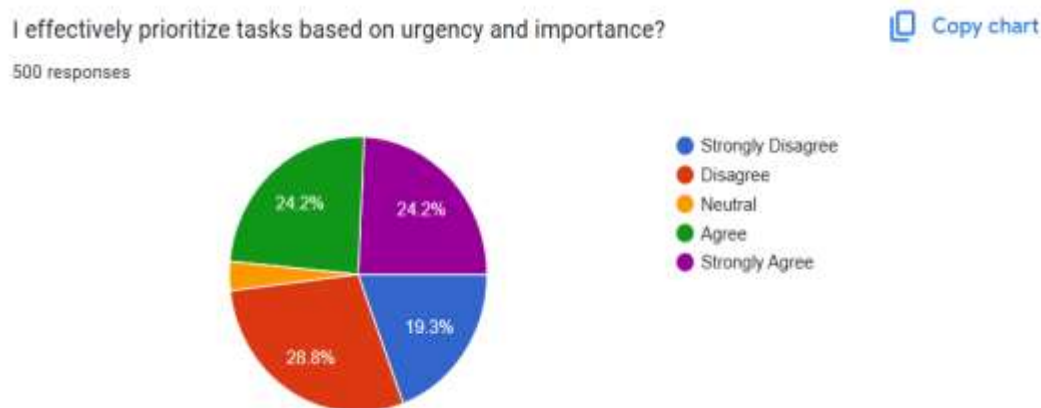
• **I pay attention to detail in my work?**

This assesses the focus and accuracy of participants bring to their tasks.

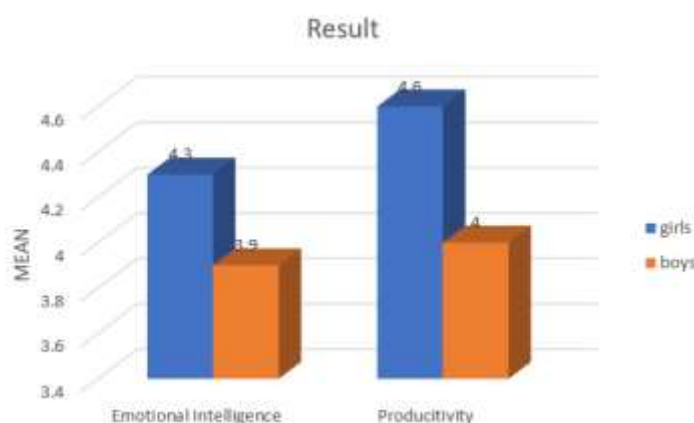


• **I effectively prioritize tasks based on urgency and importance?**

This question evaluates time management and organizational skills.



CONCLUSION



Our study showed that female students have higher emotional intelligence, especially in empathy and teamwork. They also performed better in productivity, like prioritizing tasks and working with others.

This shows that emotional intelligence plays an important role in improving productivity.

We suggest adding emotional intelligence training in education and doing more research to help everyone improve and succeed

VI. CHALLENGES AND LIMITATIONS

- **Developmental factors:** With practice and time, emotional intelligence is a talent that gets better. However, depending on developmental factors including personality traits, genetics, and life circumstances, males and girls may develop emotional intelligence differently.
- **Social Desirability Bias:** Respondents may be persuaded to submit material they believe will be welcomed by others due to the social desirability bias. This might lead to inaccurate or biased responses because people may be reluctant to be open about their thoughts, feelings, and behaviors.
- **Time constraints:** Respondents may feel under pressure to complete the questionnaire as soon as possible, which could affect the accuracy and validity of their responses.

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