

Impact of Emotional Intelligence on the Job Performance of the Employees of IT Sectors in Chennai City

S. V. Harshini¹, Dr. K. K. Ramachandran²

¹Research scholar, Bharathiar University, Coimbatore

²Director, GRD Institute of Management, Coimbatore

ABSTRACT

This article intends at study the impact of emotional intelligence on the job performance of the individuals from a theoretical perspective. In particular, it focuses on the bondage between the nature of emotional intelligence and the job performance. Here two variables are taken for this study: emotional intelligence and job performance. This exploration helps managers and researchers to better realize the link between these two variables. It can also support the organization practitioners to have a better understanding of the relationship between the above mentioned factors. The research examines the impact of Emotional Intelligence on the Job Performance of employees in IT sectors with reference to Chennai City. Two separate questionnaire (one for EI and another for JP) were used with sample size as 100 employees. Convenience and random sampling technique were used to collect data from the employees.

Keywords: Emotional Intelligence, Job performance, IT sectors

1. INTRODUCTION

EMOTIONAL INTELLIGENCE

Mayer and Salovey (1997) defines Emotional Intelligence as “ the ability of an individual to perceive accurately, appraise and express emotions, the ability to access and/or generate feelings when they facilitate thoughts, the ability to understand emotion and emotional knowledge; the ability to regulate emotions to promote emotional and intellectual growth”. Ezzatabadi, et al. (2012), defined emotional intelligence as the potential to feel, use, communicate, recognize, remember, describe, identify, learn from others, manage, understand and explain emotions. Goleman (1998, p.317), who popularized the concept, has defined Emotional Intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships”. Goleman has given an emotional competence framework model, where emotional competence is a erudite potential based on emotional intelligence which results in outstanding performance at work.

Emotional Intelligence is the ability that proficiently does two things -

- The high emotional intelligent person identifies and covenant with inner feelings and thoughts in an useful way.
- Emotional Intelligence, means the ability to understand one’s own impact on others and how to deal with the other people’s way of thinking.

Emotional intelligence entitles upon the employees to increase their emotional self-awareness, emotional expression, originality, increase forbearance, amplify confidence and reliability, progress relations within and across the organization and thereby increase the performance of all employee and the organization as a intact. Emotional Intelligence (EI) is one of the few key characteristics

that give rise to strategic leaders in organizations. Emotional intelligence helps in regulation and control of such emotions carefully which helps to increase performance of employees. Finally, Researchers today are interested in finding the effects of emotional intelligence of employees in organizations by analyzing the various other aspects of EI that increases Job performance. Emotional intelligence advances individual and organizational performance and plays a important role in the assortment of work an employee produces, and the relationship he or she enjoys in the organization. This paper intends to fill this gap by focusing on four dimensions of Emotional Intelligence which are self-awareness, self-management, social awareness and relationship management and on Job performance. In this context the present study aims to analyze the Emotional Intelligence of employees in Information Technology Companies in Chennai.

JOB PERFORMANCE

Employee performance plays a vital role in an organization. In order to survive in the industry and sustain the competitive edge, organizations put constant stress to their employee. Performance is an extremely important decisive factor that is associated to the organization success and outcomes (Cheek and O'Higgins, 2011). Previous researchers have agreed that employees should be actively participating in their work physically and mentally in order to deliver the expected outstanding performance (Marc, Susan, and Salovey, 2011). Job performance is a commonly used and defined concept in industrial and organizational psychology that is a branch of psychology that deals with the workplace. Apart from this every organization should ensure that their employees always maintain good performances in order to achieve the objectives of the organization. On the other hand, it is not an easy task for the employees to maintain their good performance as the environment, workplace and social pressure keep straining them. Based on previous studies, it is suggested that self-awareness, self-management, social awareness and relationship management are the significant factors that influence job performance.

An employee's performance can be identified by a scale known as job performance. When an employee gets the benefits such as bonuses and salary packages, he performs well. Motivation and any recognition given by top management to the employees in frontage of other is also a type of assessment. There are some point from which a boss can judge the performance of employee and some points are for employee to know what organization expect or demand from them (Cascio, 2006). The employees can perform well when they are satisfied with the organizational environment and their working abilities.

KINDS OF PERFORMANCE

Performance may be of two types depending on the use of resources:

- 1. EFFECTIVE PERFORMANCE** - Completing the tasks delegated on time and not intriguing more than the resources provided.
- 2. EFFICIENT PERFORMANCE** - Completing the tasks delegated by making use of less than the amount of resources including time.

EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

Krishnaveni & Deepa (2008) observe that the workplace is characterized by cross-cultural teams of employees, time deadlines, work-family conflicts and work pressures which results into a highly

stressed work force. These factors negatively impact the effectiveness and well being of the employees. Thus, individual's competencies play a strong role in determining organization's success. Singh (2007) stresses the significance of emotional intelligence, which became necessary for the growth of an organization. Understanding and developing human resource becomes necessary to enhance the human capacity in organizations. With changing work culture and increased work load, it has made an ever increasing demand on person's emotional, intellectual and physical assets. Emotional intelligence has become a deciding element as larger part of the concerns in an organization includes individuals with different roles and duties in an organization. Thus we need to identify and measure the personal and emotional competencies in order to predict performance at workplace. Chris & Wakeman (2006) clarified that motivation enables people to define better and improved ways of accomplishing the work and generating loyalty among other individuals. In addition to this, empathy contributes towards the development of emotional intelligence in an individual. Emotional Intelligence enables an individual to understand that their choices might influence others in a constructive or an antagonistic way; therefore, they should consider the outcomes of their decisions. Thus, social skill allows an individual to come closer to their colleagues and subordinates in order to understand their emotional requirements.

2. REVIEW OF LITERATURE

Rode et. al (2007) conducted a study to examine the moderating and direct effects of an ability based emotional intelligence measure on individual performance. The results of the study revealed that emotional intelligence had direct effects on job performance and employees should be motivated to use the intelligence. Emotional intelligence scale developed by Wong and Law (2002) and Job performance scale developed by Srinivas and Sijun (2009), were used as tool for data collection. The outcome from the correlation analysis exposed a significant relationship between emotional intelligence and job performance. Goleman (1998) has conceptualized EI into four dimensions, namely self-awareness (the ability to understand one's internal states, preference, resources and intuition) self-management (the continuous process of controlling, managing and reinforcing our actions and feeling in order to have a good behavior or performance), social awareness (able to notify the feeling of others in order to create a better working environment) and relationship management (the ability of person to evaluate their values and norms in relation to the people around them for its impact). Goleman (1998) stressed that competency-based model explains how an employee who is able to manage himself can perform better than others in which proactive individuals will effectively take part in self-management activities such as setting challenging goals but is achievable, time management, environmental behaviors and self-regulations. Victoroff and Boyatzis (2012) initiated that students or people who have high rate in self-management are more likely to execute their task very well. It is because of their positive attitudes, self-motivation, willingness to learn and ability to adapt made them to have better outcomes. It was contended that, past performance can lead to greater impacts over one constituents and work environment when it is practiced effectively. Furthermore, high performance is more likely to exist among employees or persons with very high social relationships among the colleagues they work with as compared to the quiet and the so called anti-social groups. Therefore, it will motivate employees to look forward in accomplishing their tasks very well and socialize with colleagues which increases their own performance (Treadway et al, 2013).

Emmerling & Boyatzis (2012) found that social and emotional intelligence serve as valid and reliable approach in assessing and developing individuals of diverse cultures and backgrounds. Fredrickson (2001) suggested that experiencing positive emotions serves a fundamental strength in the overall development of human being. Abraham (1999) states that emotional intelligence is

positively related to organizational outcomes and appraisal of employees, organizational commitment by preventing emotional dissonance, ethical role conflict and work conflict among employees. Cooper (1997) opines that individuals could have better relationship and successful career by relying on emotional intelligence. On the other hand emotional intelligence is related to life satisfaction, empathy etc. Emotional intelligence was directly proportional to the individual's ability to manage emotions. In 1998, Goleman composed another book on Emotional Intelligence, *Working with Emotional Intelligence*, in which he stressed the importance of emotional intelligence in a working environment. He focuses on the crucial role of emotional intelligence in managing feeling, interactions and communications. Thorndike (1920) brought forward the idea of social knowledge, the capacity to comprehend and to oversee men and women in their relations. The idea of emotional intelligence got its significance from social intelligence. Bar-On model developed by Bar-On in 1980 underlined the significance of social and emotional intelligence in understanding oneself and others. Bar-on likewise enunciated the idea of social and emotional intelligence in managing other individuals and adapting to every day issues, difficulties and requests. He emphasized the idea of being practical, useful and adaptable to manage issues promptly. Gardner (1983) added the idea of multiple intelligence. According to him, intrapersonal and interpersonal were two types of intelligence which laid the foundation of different models developed on emotional intelligence.

Abraham (2004) finds that emotional intelligence enables an individual to monitor one's thinking process and actions. He points certain emotional competencies are the true predictors of performance rather than emotional intelligence itself. Emotional competencies like resilience, self-control, conscientiousness, reliability, integrity, motivation, social skills interact with organizational climate to promote trust among employees.

Mishra & Mohapatra (2010) explored the relationship between emotional intelligence and work performance and found that positive correlation exists between emotional intelligence and performance which symbolize an improvement in performance due to increased emotional intelligence of executives working in different sectors of the organization. Deeter-Schmelz & Sojka (2003) emphasized that providing training in emotional intelligence helps in developing communication and interpersonal skills required by the sales people in order to improve relations with the customers. Emotional intelligence leads to empathy among employees which results in understanding emotional aspects of other's who got influenced by their decisions. Emotional competencies like reliability, conscientiousness, self-control interact with organizational climate to promote an environment of trust and loyalty. The most important challenges are related to managing employee performance, retaining of skilled people, introducing new innovative training, finding new ways to make workforce more responsive, identifying new ways to increase employee performance, ensuring a sustainable growth for employees and company (Solomon, Bozga and Mateescu, 2013). These include the ability to empathize with others, manage conflict, cope with ambiguity and paradox, and navigate a route through complex interpersonal and strategic scenarios (Holbeche, 2006). Campbell and colleagues (1993), coming from a psychological perspective, Campbell describes job performance as an individual level variable, that is, performance is something a single person does. Byars and Rue (2006) defines performance as the extent to which an employee accomplishes the tasks that build up his or her job. Williams (1998) defines performance as a record of outcomes produced during a specific job, over a specific time.

3. RESEARCH METHODOLOGY

Generally it is a quantitative study. The fundamental intention of this research is testing the hypothesis, researcher gives clarification that the variance in dependent variable (job performance) relative to independent variable (emotional intelligence). It is a field study, whereby individuals are the unit of analysis. It describes the reliability and validity measure of the scales used in the research. The scales were used to evaluate Emotional Intelligence (EI), and job performance. The reliability of the scales were analyzed using Cronbach's alpha coefficients. Each of the value meets the recommended standard of 0.7 regarding Cronbach's Alpha coefficient, and it provides evidence that the scales are reliable and justifies the scales' internal reliability.

**INTERNAL CONSISTENCY
RELIABILITY OF EI SCALE CASE
PROCESSING SUMMARY**

	N	%
Cases	100	100.0
Valid Excluded ^a	0	.0
Total	100	100.0

- a. Listwise deletion based on all variables in the procedure.

RELIABILITY STATISTICS OF EI

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.944	.944	16

Cronbach's alpha will generally increase as the inter-correlations among test items increase and is thus known as an internal consistency estimate of the reliability of test scores. Because inter-correlations among test items are maximized when all items measure the same construct, Cronbach's alpha is widely believed to indirectly indicate the degree to which a set of questions measures a single unidimensional latent construct. In this context, the Table shows that Cronbach's Alpha for the emotional intelligence scale is 0.944. The alpha coefficient for the Sixteen items is 0.944, suggesting that the things have relatively high internal consistency.

**INTERNAL CONSISTENCY
RELIABILITY OF JOB
PERFORMANCE SCALE CASE
PROCESSING SUMMARY**

	N	%
Cases	100	100.0
Valid Excluded ^a	0	.0
Total	100	100.0

- a. Listwise deletion based on all variables in the procedure.

**RELIABILITY STATISTICS OF JOB
PERFORMANCE**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N. of Items
.935	.935	13

Similarly, the table indicates that Cronbach's Alpha for Job performance scale is 0.935. The alpha coefficient for the thirteen items is 0.935, suggesting that the things have relatively high internal consistency.

**INTERNAL CONSISTENCY
RELIABILITY OF MOTIVATION
SCALE CASE PROCESSING
SUMMARY**

	N	%
Cases	100	100.0
Valid Excluded ^a	0	.0
Total	100	100.0

- a. Listwise deletion based on all variables in the procedure.

Besides emotional intelligence and Job

Performance components, Cronbach's alpha seen in the table for the Motivation scale is 0.931. The alpha coefficient for the eleven items is 0.931, suggesting that the items have relatively high internal consistency. It is also evident that the reliability statistics between Motivation and job performance components, Cronbach's alpha is 0.965 for 24 items for high internal consistency.

**RELIABILITY STATISTICS OF
MOTIVATION**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.931	.931	11

MOTIVATION AND JOB PERFORMANCE

**RELIABILITY STATISTICS OF JP &
MOTIVATION**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.965	.965	24

DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
Job performance	4.5556	.62633	99
Motivation	4.5354	.61134	99
Emotional Intelligence	50.0000	28.72281	99

CORRELATIONS

CONTROL VARIABLES			JOB PERFORMANCE	MOTIVATION
Emotional Intelligence	Job Performance	Correlation	1.000	.948
		Significance (2 -Tailed)	.	.000
		Df	0	96
	Motivation	Correlation	.948	1.000
		Significance (2-Tailed)	.000	.
		Df	96	0

The result also shows that EI has a positive significant association with employee job performance and motivation and the strength of correlation is high. This analysis reveals that there is a positive association between EI and employee job performance and correlation is significant.

The table shows the ANOVA generated in this research is also shows significant probability value (0.000) and signifies that EI has significant with employee job performance. The model is statistically significant ($F=26.053$, $p<0.01$).

ANOVA

		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
JOB PERFORMANCE	Between Groups	14.869	3	4.956	20.017	.000
	Within Groups	23.771	96	.248		
	Total	38.640	99			
Self-motivated to work for the betterment of organization	Between Groups	16.443	3	5.481	26.053	.000
	Within Groups	20.197	96	.210		
	Total	36.640	99			
Strive to improve performance by seeking continuous training and development.	Between Groups	15.593	3	5.198	23.708	.000
	Within Groups	21.047	96	.219		
	Total	36.640	99			
Maintain cooperative work environment.	Between Groups	15.819	3	5.273	24.082	.000
	Within Groups	21.021	96	.219		
	Total	36.840	99			

4. CONCLUSION

The main purpose of conducting this research is to determine whether there is a relationship between EI with motivation and employee job performance. It is observed that self awareness has the strongest effect on employee job performance. The findings are consistent with previous studies conducted by Virginia, Nancy and William (2010) which found a positive significant relationship between self-awareness and employee job performance. Attaining the most feasible performance is considered as the most significant aim of all organizations. As such, organizations are required to concentrate on the emotional intelligence as a challenging variable for the sustainment of the high performance and the development of the competitive privilege. According to the previous studies, emotional intelligence has a key role in the increase of performance. Different studies are illustrative that high-level possessed emotional intelligence individuals have also excellent job performance. Individuals that promote emotional intelligence have success in their career as there is a relationship between success and emotional intelligence and they are influenced by each other. The ability to understand oneself and also being empathetic to others is of utmost importance to foster teamwork and successful relationships at work. Thus it can be said that 'emotional intelligence,' has a role to play in the career of an employee. The employee's ability to recognize, assess, and deal with the emotions of one's self and others at the workplace is of immense importance to organizations of today. Such employees always have a positive attitude and can also work successfully in teams. Organizations need to redesign recruitment practices to include emotional intelligence also as a critical parameter of recruitment.

5. REFERENCES

- [1] Abraham, R. (1999). Emotional intelligence in organisations: a conceptualization, *Genetic, Social and General Psychology Monographs*, 125(2), 209-19.
- [2] Adel, A. (2017). Conceptual Model for Measuring Saudi Banking Managers Job Performance based on their Emotional Intelligence (EI), *International Journal of Organizational Analysis*, 25(1), 123-145.
- [3] Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18,
- [4] supl, 13-25.
- [5] Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes,
- [6] behavior and outcomes – An examination among senior managers, *Journal of Managerial Psychology*, 18(8), 788-813
- [8] Krishnan, R., Mahphoth, M. H., Ahmad, N. A. F., & A'yudin, N. A. (2018). The Influence of Emotional Intelligence on Employee Job Performance: A Malaysian Case Study. *International Journal of Academic Research in Business and Social Sciences*, 8(5), 234–246
- [9] Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam.
- [10] Goleman, D. (1998b). *Working with emotional intelligence*. New York: Bantam Books.
- [11] **Mohammad Shahhosseini** -The Role of EI onn Job performance, *International Journal of Business and Social Science* Vol. 3 No. 21; November 2012
- [12] Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence: Implications for educators. In P. Salovey & D. Sluyter (Eds.), *Emotional development, emotional literacy, and emotional intelligence* (3-31). New York: Basic Books.
- [13] Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507-536. from EBSCO host database.
- [14] Mayer, J. D., Salovey, P., & Caruso, D. R. (2000a). Models of emotional intelligence. In R. Sternberg (Ed.), *Handbook of intelligence*. Cambridge, UK: Cambridge University Press.
- [15] Mayer, J. D., Salovey, P., & Caruso, D. R. (2000b). Selecting a measure of emotional intelligence: the case for ability scales. In R. Bar-On, & J. D. A. Parker (Eds.), *The handbook of emotional intelligence* (320-342). San Francisco, CA:
- [16] Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197-215.
- [17] Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185-211.
- [18] Salovey, P., & Pizarro, D. A. (2003). The value of emotional intelligence. In R. J. Sternberg, J. Lautrey & T. I. Lubart (Eds.), *Models of intelligence: International Perspective* (263-278). Washington, D. C.: American Psychological Association.
- [19] Weinberger, L. A. (2003). An examination of the relationship between emotional intelligence, leadership style, and perceived leadership effectiveness. *Dissertation Abstracts International*, 64(11), 5828.
- [20] Weisinger, H. (1998). *Emotional intelligence at work: The untapped edge for success*. San Francisco, CA: Jossey-Bass
- [21] Wong, C., & Law, K. S. (2002). The effect of leader and follower emotional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly*, 13(3), 243-274.
- [22] Wong, I. F. H., & Phooi-Ching, L. (2000). Chinese cultural values and performance at job interviews: A Singapore perspective. *Business communication quarterly*, 63(1), 9-22.
- [23] Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. C.

[24] Borman (Eds.), Personnel selection in organizations. San Francisco: Jossey-Bass, pp. 71-98.

[25] Bryars, A. & Rue, E. (2006). Human resource management: contemporary issues, challenges and opportunities. New Jersey; IAP.