



# IMPACT OF EMOTIONAL INTELLIGENCE ON THE PERFORMANCE OF EMPLOYEES IN IT SECTORS, CHENNAI CITY- A STUDY

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**Abstract:** Emotional intelligence (EI) considerably and absolutely contributes towards employees' tasks and discourse performance. The purpose of this study is to measure the impact emotional intelligence on the demographic profile of employees in the IT sector in Chennai city. As a part of the intelligence interventions, there are five emotional intelligence factors and they are: Self-awareness, Self-regulation, Self-motivation, Social awareness, and Social skills. The research uses the Convenience sampling method. The data were collected from employees in the IT Sector from all age groups in Chennai city. The questionnaire circulated through Google form received 120 responses. Descriptive analysis, Regression, Correlation, ANOVA, and T-test were used to analyze the given data. The study reveals that there is a significant relationship between Emotional intelligence and the Performance of employees in the IT sector. The factors of Emotional Intelligence also show that they are positively correlated to each other.

**Index Terms - Emotional intelligence; Self-Awareness; Self-Regulation; Self-Motivation; Social skills; Social Awareness**

## I. INTRODUCTION

Emotional intelligence (EI) otherwise conjointly called Emotional Quotient (EQ) and Emotional Intelligence Quotient (EIQ) is that the ability to know, use, and manage one's own emotions in positive ways. Emotional Intelligence has been found to be a very important predictor of assorted desirable structure outcomes, like job performance, job satisfaction, structure citizenship behaviour, and structure commitment.

Daniel Goleman outlined Emotional Intelligence at the side of the array of its factors Self-Awareness, Self-regulation, Self-motivation, Social awareness, and Social skills. Emotional intelligence refers to the power to understand, control, and value emotions. It plays a very important role in serving to the managers and workers to address the dynamic changes that occur within the business atmosphere. Emotional intelligence may be learnt or can be an inborn characteristic.

### 1.1 Self-Awareness:

Individuals with high levels of emotional intelligence are comfortable with their own thoughts and emotions and perceive however they impact on others. Understanding and accepting the manner you are feeling is usually the primary step to overcoming it.

### 1.2 Self-Regulation:

It is conjointly necessary to be ready to management and manage your impulses and emotions. Acting headlong or while not caution will result in mistakes being created and might usually harm relationships with shoppers or colleagues.

### 1.3 Self-Motivation:

Being driven by solely cash or material rewards isn't a useful characteristic, per Goleman. A passion for what you are doing is much higher for your emotional intelligence. This results in sustained motivation, clear higher cognitive process and a far better understating of the organization's aims.

### 1.4 Social Skills:

Social skills are quite simply being friendly. Goleman describes them as "friendliness with a purpose", which means everyone seems to be treated with politeness and with respect, nevertheless healthy relationships are then conjointly used for private and organizational profit.

### 1.5 Social Awareness:

Not solely should you perceive your own emotions, however understanding and reacting to the emotions of others is additionally necessary. Characteristic a particular mood or feeling from a colleague or consumer and reacting thereto will go an extended manner in developing your relationship.

## II. OBJECTIVE OF THE STUDY:

The objective of the study is to measure the impact of emotional intelligence on the Performance of the employees in IT sector.

## III. RESEARCH METHODOLOGY:

### 3.1 *Population and Sample size:*

The population size of the IT sector in the Chennai city is indefinite. The sample size is confined to a hundred and twenty (120) respondents. The research uses Convenience sampling technique.

### 3.2 *Primary and Secondary data:*

The study is completely based on primary data. Primary data for the study is collected through the self-administered questionnaire which was circulated through Google forms. The study uses Secondary data for Theoretical framework of the study and Review of literature collected from journals, books, thesis and magazines.

### 3.3 *Questionnaire Development:*

The structured questionnaire consisted of 3 sets; the first set consisted of the demographic profile of the employees working in the IT sector, the Second set consisted of the Factors of Emotional Intelligence given by Daniel Goleman namely Self-Awareness, Self-Regulation, Self-Motivation, Social skills and Social Awareness and the third set consisted questionnaire to analyse the performance of the employees. All the five factors of Emotional intelligence were identified through the review of literature.

The factors of Emotional intelligence and Performance of employees was measured with the help of 5-point Likert scale namely [Underdeveloped, Needs Improvement, Adequate, Good and Excellent] from 1 to 5, respectively.

### 3.4 *Theoretical Framework:*

The Independent factors are the factors of Emotional intelligence namely Self-Awareness, Self-Regulation, Self-motivation, Social skills and Social Awareness and the Dependent factor to achieve the objective of the study Performance of the employees.

## IV. REVIEW OF LITERATURE:

According to **John Mayer and Peter Salovey (1993)** emotional intelligence is that the ability to accurately establish and perceive one's own emotional reactions and people of others. It conjointly involves the flexibility to control one's emotions to use them to form sensible choices and to act effectively

**(Goleman, D. 1995)** posits that emotional intelligence is as vital as ratio for achievement, as well as in tutorial, skilled, social, and social aspects of one's life. Goleman says that emotional intelligence can be a talent which will be taught and cultivated, and descriptions ways for incorporating emotional skills work at school data. He has printed emotional intelligence as "the skills to encourage oneself and move the face of frustrations; to manage impulse and delay gratification; to manage one's moods and keep distress from swamping the power to think; and to stress and to hope. Goleman presents emotional intelligence as a talent with 2 key areas in his emotional ability framework; "personal competence" that nine represents the way to manage ourselves (i.e. self-regulation, self-motivation, etc.) and "social competence" that represents the way to manage relationships (i.e. empathy, and social skills). **(Goleman, D. 2001)** Redefined Emotional intelligence because the ability through that someone might screen his emotions, alternative persons' emotions, differentiate between numerous emotions and label them and consequently he may use this emotional info to guide his thinking and behavior.

**Robertson (2007)** provided a summary of the conception of EI and its historic and theoretical foundations. Ways for developing and implementing skills associated with equivalent to boost clinical ability and cultural proficiency are explored.

There was a major relationship between the labor's emotional intelligence and their job performance. **(Shooshtarian et al, 2013)**. All the four dimensions of emotional intelligence (self-emotional appraisal, others' emotional appraisal, use of feeling, and regulation of emotion) were absolutely important related to job performance **(Yoke and Panatik, 2015)**. Emotional Intelligence could be an important predictor of job performance **(Aw et al, 2008)**. A study among sales executives disclosed that emotional intelligence has a sway on their performance **(Babu, 2013)**

There are heaps of models that specify the factors of Emotional intelligence:

**Dunn et al (2007)** examined whether or not people that are high in emotional intelligence (EI) build a lot of correct forecasts regarding their own affectional responses to future events. Affectional prognostication ability was assessed employing a longitudinal style during which participants were asked to predict however they might feel and report their actual feelings following 3 events in 3 completely different domains: politics and lecturers.

Daniel Goleman's model characterized Emotional Intelligence as an understanding one's own feelings, sympathy for others and therefore the regulation of emotion in an exceedingly means that enhances living' **(Goleman, 1995)**. The 5 elements of Emotional Intelligence enclosed self-awareness, self-regulation, internal motivation, sympathy and social skills. Self-awareness, self-regulation and internal motivation, were sorted as Personal competencies. Sympathy and social skills were sorted as Emotional competencies.

In the ability model, there are four (04) basic emotional intelligence skills as well as self-awareness; self-management; social awareness; and social management **(Bradberry, T., & Greaves, J. 2009)**

- Self-awareness is that the ability to accurately understand one's own emotions and changing into attentive to the emotions as they happen. It's the mirror of a person's tendencies whereas responding to specific things and/or individuals.
- Self-management is that the ability to use awareness of one's own emotions to remain versatile and absolutely direct his/her behaviour. It's the sensible innovate that someone controls his/her emotional reactions to specific things and/or individuals.
- Social awareness is that the ability to accurately perceive and concentrate on alternative people's emotions in an exceedingly true sense. It permits someone to grasp and value others' feelings regardless of his/her own emotion
- Relationship management is that the ability to effectively use cognizance and social-awareness skills whereas interacting with others and/or things. It permits someone to effectively communicate and resolve conflicts in tough things.

(Hutchinson, M., & Hurley, J. 2013) the primary 2 skills are associated with someone's own self whereas the third and fourth skills are associated with the opposite persons with that a person has interaction. A later study on this array of skills disclosed that everyone four skills are deemed necessary in an exceedingly work setting.

## V. RESULTS:

### 5.1 Demographic Profile

*Table 1.1: Table indicating the Percentage analysis of Demographic factors*

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
AGE	<26 Years	88	73.3%
	26 to 30 Years	14	11.7%
	31 to 40 Years	11	9.2%
	41 to 50 Years	4	3.3%
	>50 Years	3	2.5%
GENDER	Male	64	53.3%
	Female	56	46.7%
EDUCATIONAL QUALIFICATION	Bachelors	76	63.3%
	Masters	39	32.5%
	Diploma	2	1.7%
	Doctorate	3	2.5%
POSITION [LEVEL OF HIERARCHY]	Junior	92	76.7%
	Manager	19	15.8%
	Senior level manager	9	7.5%
LENGTH OF SERVICE (EXPERIENCE)	0 to 1 Years	65	56.7%
	2 to 5 Years	27	22.5%
	6 to 9 Years	9	7.5%
	10 to 12 Years	7	5.8%
	>13 Years	9	7.5%

### 5.2 Relationship between the demographic factors and Factors of Emotional Intelligence:

*Table 2.1: Table indicating the Descriptive mean statistics of Age factors and Factors of Emotional Intelligence*

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	<26 yrs	26-30 yrs	31-40 yrs	41-50 yrs	>50 yrs		
Self-Awareness	3.5028	3.9286	3.8182	<b>4.4375</b>	3.1667	2.486	0.05
Self-Regulation	3.5977	4.0714	3.8727	<b>4.1500</b>	3.1333	2.005	0.098
Self-Motivation	3.5227	3.9464	3.6364	<b>3.7500</b>	3.7500	0.800	0.528
Social Skills	3.5455	3.6286	3.8364	<b>4.5000</b>	3.6000	1.530	0.198
Social Awareness	3.5985	3.8810	3.8182	<b>4.2500</b>	3.5556	0.976	0.424

Since  $H_0$  is accepted; there is no significant difference between the age groups and the Factors of Emotional Intelligence.

**Table 2.2: Table indicating the Descriptive mean statistics of Gender factors and Factors of Emotional Intelligence**

FACTORS	GENDER FACTOR		F VALUE	SIGNIFICANCE
	FEMALE	MALE		
Self-Awareness	3.6161	<b>3.5938</b>	1.368	0.244
Self-Regulation	3.6607	<b>3.7062</b>	0.544	0.462
Self-Motivation	3.5536	<b>3.6328</b>	0.245	0.622
Social Skills	3.5536	<b>3.6688</b>	0.161	0.689
Social Awareness	3.6429	<b>3.6979</b>	0.455	0.501

Since Ho is accepted; there is no significant difference between the Genders and the Factors of Emotional Intelligence.

**Table 2.3: Table indicating the Descriptive mean statistics of Education qualification factors and Factors of Emotional Intelligence**

FACTORS	EDUCATIONAL QUALIFICATION FACTOR				F VALUE	SIGNIFICANCE
	Bachelors	Masters	Diploma	Doctorate		
Self-Awareness	3.5625	3.5962	4.1250	<b>4.4167</b>	1.358	0.259
Self-Regulation	3.6789	3.6462	4.2000	<b>4.000</b>	0.461	0.710
Self-Motivation	3.5921	3.5577	3.8750	<b>4.000</b>	0.313	0.816
Social Skills	3.5579	3.6564	3.9000	<b>4.3333</b>	0.990	0.400
Social Awareness	3.6150	3.7009	4.1667	<b>4.333</b>	0.990	0.400

Since Ho is accepted; there is no significant difference between the educational qualifications and the Factors of Emotional Intelligence.

**Table 2.4: Table indicating the Descriptive mean statistics of Experience factors and Factors of Emotional Intelligence**

FACTORS	EXPERIENCE FACTOR					F VALUE	SIGNIFICANCE
	0-1 yrs	2-5 yrs	6-9 yrs	10-12 yrs	>13 yrs		
Self-Awareness	3.4265	3.7130	<b>4.3333</b>	3.6786	3.8333	3.163	0.017
Self-Regulation	3.5765	3.6741	<b>4.3556</b>	3.6000	3.9333	2.237	0.069
Self-Motivation	3.4449	3.7407	<b>4.1111</b>	3.2857	4.0278	2.437	0.051
Social Skills	3.4500	3.7185	<b>4.2000</b>	3.5714	4.0000	2.532	0.044
Social Awareness	3.5490	3.7531	<b>4.0370</b>	3.6667	4.0000	1.230	0.302

Since Ho is accepted; there is no significant difference between the experiences and the Factors of Self-regulation, Self-motivation and Social awareness.

Since Ho is rejected; there is a significant difference between the experiences and the Factors of Self-awareness and Social skills.

**Table 2.5: Table indicating the Descriptive mean statistics of Levels of hierarchy factors and Factors of Emotional Intelligence**

FACTORS	LEVELS OF HIERARCHY FACTOR			F VALUE	SIGNIFICANCE
	Junior	Manager	Senior Level manager		
Self-Awareness	3.4973	3.8421	<b>4.1944</b>	4.214	0.017
Self-Regulation	3.6435	3.6316	<b>4.2222</b>	2.259	0.109
Self-Motivation	3.5353	3.5658	<b>4.2778</b>	3.190	0.045
Social Skills	3.5283	3.7158	<b>4.2889</b>	3.819	0.025
Social Awareness	3.5906	3.7368	<b>3.3704</b>	3.852	0.024

Since Ho is rejected; there is a significant difference between the levels of hierarchy and the Factors of Emotional Intelligence

### 5.3 Relationship between the factors of emotional intelligence:

*Table 3.1: Table indicating the Pearson Correlation Coefficient between dimensions of emotional intelligence among employees in IT Sector*

Factors of Emotional Intelligence	Self-Awareness	Self-Regulation	Self- Motivation	Social Skills	Social Awareness
Self- Awareness	1	0.768**	0.762**	0.737**	0.714**
Self- Regulation		1	0.789**	0.779**	0.749**
Self- Motivation			1	0.740**	0.722**
Social Skills				1	0.742**
Social Awareness					1

Since the values of Pearson Correlation lies between 0.7 and 1.0, this indicates that there is a strong positive linear relationship between the factors of Emotional Intelligence (Self-Awareness, Self-Regulation, Self- Motivation, Social Skills and Social Awareness

### 5.4 Relationship between emotional intelligence and performance of employees in it sectors:

*Table 4.1: Table indicating the Relationship between emotional intelligence and performance of employees in IT Sector.*

Model	R	R Square	Adjusted R square	Std. Error of the estimate
	0.348 <sup>a</sup>	0.121	0.114	1.0033-

a. Dependent Variable: Performance

Model	Sum of Squares	df	Mean Square	F	Sign.
Regression	16.349	1	16.349	16.242	<0.001 <sup>b</sup>
Residual	118.781	118	1.007		
Total	135.130	119			

a. Dependent Variable: Performance

b. Predictors: (Constant), Emotional Intelligence

The significance <0.001 shows that there is a highly positive significant relationship between the performance of employees and Emotional intelligence thus There is a significant relationship between Emotional Intelligence and Performance of employees in the IT sectors.

## VI. FINDINGS:

- From the above Demographic tables; it is understood that the Emotional Intelligence is high in the following category of respondents:
  - The Age group 41 to 50 years
  - Amongst the male respondents
  - Respondents with a doctorate degree
  - Respondents with experience of 6 to 9 years and above
  - Respondents who are in the position of senior level management (top level)
- It is also found that there is a strong positive linear relationship between the factors of Emotional Intelligence (Self-Awareness, Self-Regulation, Self- Motivation, Social Skills and Social Awareness as the values of Pearson Correlation lies between 0.7 and 1.0.
- There is a significant relationship between Emotional Intelligence and Performance of employees in the IT sectors.



**VII. CONCLUSION:**

From the analysis of the data collected, the factors of Emotional intelligence such as Self- awareness, Self- regulation, Self- motivation, Social skills and Social awareness were analysed. It was ascertained that there's a robust correlation between the Emotional Intelligence and therefore the job Performance of associate degree worker. Emotional Intelligence was ascertained higher within the cohort forty one to fifty years among the male staff. Additionally, it's ascertained that Emotional Intelligence is a lot of in staff with a lot of job expertise than with less job expertise within the IT sector. It is also analysed that the Factors of Emotional Intelligence are perfectly correlated to each other and has a strong positive relationship

People with high EI square measure thus easier to deal with, their additional willing to alter and adapt to new environments and are additional empathic to alternative people's causes. In associate degree structure setting, high EI individual's square measure relied upon as moderators and other people are capable of fostering smart operating relationships supported understanding. They're conjointly ready to foster harmony, continuity and stability.

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