



IMPACT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE PERFORMANCE: A CASE STUDY ON ENGINEERING COLLEGE EMPLOYEES OF KRISHNA DISTRICT, ANDHRA PRADESH

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Abstract

Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior. Emotional intelligence is the "something" in each of the individuals that is a bit intangible. It affects how individuals manage behavior, navigate social complexities, and make personal decisions that achieve positive results. The present study is related to the study of impact of emotional intelligence on performance of engineering college employees of Krishna district, Andhra Pradesh. In this paper an attempt is made to examine the impact of emotional intelligence on job performance of employees, to study the impact of job satisfaction on performance of employees, to analyze the impact of organizational culture on job performance of employees and to examine the impact of communication with head of the organization on job performance of employees.

Key Words: *Emotional Intelligence, Job Satisfaction, Organizational Culture, Communication, Job Performance.*

Introduction

Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior. Emotional intelligence is the "something" in each of the individuals that is a bit intangible. It affects how individuals manage behavior, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that can be explained as two primary competencies: personal competence and social competence. Personal competence is made up of self-awareness and self-management skills, which focus more on individuals than on their interactions with other people. Personal competence is the ability to stay aware of one's emotions and manage individual's behavior and tendencies. Self-Awareness is the ability to accurately perceive one's emotions and stay aware of them as they happen. Self-Management is ability to use awareness of one's emotions to stay flexible and positively direct their behavior. Social competence is made up of your social awareness and relationship management skills; social competence is the ability to understand other people's moods, behavior, and motives in order to improve the quality of relationships. Social Awareness is the ability to accurately pick up on emotions in other people and understand what is really going on. Relationship Management is the ability to use awareness of one's emotions and the others' emotions to manage interactions successfully.

It is generally considered that employees with higher emotional intelligence will have higher job satisfaction. This is because the employees with higher emotional intelligence are able to develop strategies to overcome the possible consequences which may arise out of stress whereas those with less emotional intelligence won't be in a position to overcome the stress situations. Emotional Intelligence is linked to Performance. Emotional Intelligence can be developed. The pathway for emotional intelligence starts in the brain, at the spinal cord. However, first they travel through the limbic system, the place where emotions are generated. Emotional intelligence requires effective communication between the rational and emotional centers of the brain. In this paper an attempt is made to study the impact of emotional intelligence on employee performance among engineering college employees of Krishna district in Andhra Pradesh.

Review of Literature

An attempt is made to identify the research gap by reviewing the existing literature on emotional intelligence and related topics. Damasio (1994) expressed the view that the intense emotional reaction can interfere with effective decision making. McClelland (1999) expressed the view that more positive the overall moods of the people in the top management the better the company's business results. George, J.M. (2000) found that emotional intelligence is essential for optimal performance. He also felt that leader's excellence begins and ends with their inner resources. Praveen M.Kulkarni, B. Janakiram, D.N.S. Kumar (2009) has undertaken a study of automobile industry in the city of Belgaum, Karnataka, India. Their study focused on understanding the emotional intelligence of the manager and supervisors and its link to their performance level on the job. Mohammad Shahhosseini, Abu Daud Silong, Ismi Arif Ismail and Jegak nak Uli (2012) investigated the effect of emotional intelligence on the job performance of the individuals. They considered two variables namely emotional intelligence and job performance. T. Subha, P.S. Narayana Swami (2014) studied the impact of emotional intelligence on employee performance among software professionals. B. Asha and Dr. Jayasree Krishan (2015) studied the impact of emotional intelligence on job

performance of employees in Hyundai Dymos at Sriperumbudur, Chennai. After reviewing their literature, it is felt that a study on impact of emotional intelligence on employee performance in engineering colleges especially of Krishna district, Andhra Pradesh will definitely fill the gap in the literature.

Objectives of the Study

The general objective of the study is to examine the impact of emotional intelligence on employee performance among engineering college employees of Krishna district in Andhra Pradesh. The specific objectives are the following.

1. To examine the impact of emotional intelligence on job performance of employees.
2. To examine the impact of job satisfaction on performance of employees.
3. To analyze the impact of organizational culture on job performance of employees.
4. To examine the impact of communication with head of the organization on job performance of employees.

Methodology

The study is based on the primary data. Primary data is collected through a structured questionnaire. The structured questionnaire is given to the selected sample from the population. Population of the study consists of all the Assistant Professors, Associate Professors and Professors working in engineering colleges located in Krishna district, Andhra Pradesh. A sample of 160 respondents is selected through stratified random sampling. Strata are formed by taking AICTE norms in to consideration. Collected data is analyzed by using appropriate mathematical and statistical tools including percentage and Chi² test.

Analysis and Inferences

1. Demographic Factors

The demographic factors of employees include: designation of the employee, years of experience, salary.

Table 1.1: Designation of the Employee

Designation	Number of Respondents	Percentage (%)
Assistant Professors	100	62.5
Associate Professors	40	25
Professors	20	12.5
Total	160	100

Source: Primary Data

Out of 160 sample respondents surveyed, 62.5 percent are Assistant Professors, 25 percent respondents are Associate Professors and remaining 12.5 percent respondents are Professors.

Table 1.2: Years of Experience

No. of Years	Number of Respondents	Percentage (%)
1-2 years	25	15.63
2-3 years	36	22.50
3-4 years	26	16.25
4-5 years	33	20.62
Above 5 years	40	25.00
Total	160	100

Source: Primary Data

Out of 160 sample respondents surveyed, 15.63 percent of respondents have 1-2 years experience, 22.50 percent of respondents have 2-3 years, 16.25 percent of respondents have 3-4 years, 20.62 percent of respondents have 4-5 years and remaining 25 percent of respondents have more than 5 years of experience in the organization.

Table 1.3: Employee Salary

Salary	Number of Respondents	Percentage (%)
Less than 20,000	52	32.50
20,000-40,000	56	35.00
40,000-60,000	32	20.00
Above 60,000	20	12.50
Total	160	100

Source: Primary Data

From the data in the above table, it is clear that 32.50 percent of respondents' salary is less than 20,000, 35 percent of respondents' salary range is in between 20,000-40,000, 20 percent of respondents' salary range is in between 40,000-60,000 and remaining 12.50 percent respondents' salary is above 60,000.

2. Impact of Emotional Intelligence on Job Performance of Employees

S. No	Opinion	Number of Respondents	Percentage (%)
1	Strongly Agree	39	24.38
2	Agree	55	34.37
3	Neutral	24	15.00
4	Disagree	24	15.00
5	Strongly Disagree	18	11.25
Total		160	100

Source: Primary Data

The data in the above table indicates that, 24.38 percent of respondents strongly agreed, 34.37 percent of respondents agree, 15 percent of respondents are neutral, 15 percent of respondents disagree and remaining 11.25 percent of respondents strongly disagree about impact of emotional intelligence on job performance of employees.

Chi² Test

H₀: Emotional Intelligence and Job Performance are independent

H₁: Emotional Intelligence and Job Performance are dependent

Observed Frequency (O _i)	Expected Frequency (E _i)	(O _i -E _i)	(O _i -E _i) ²	(O _i -E _i) ² / E _i
39	32	07	49	1.53
55	32	23	529	16.53
24	32	-8	64	2
24	32	-8	64	2
18	32	-14	196	6.125
Total				28.185

The calculated value of Chi² = 28.185.

The critical value of Chi² for 4 degrees of freedom at 5% level of significance is 9.488.

Since the calculated value of Chi² is greater than the critical value i.e., 28.185 > 9.488.

Hence, H₀ is rejected and H₁ is accepted.

Inference

Emotional Intelligence and Job Performance are dependent.

3. Job Satisfaction of Employee Leads to Better Performance in the Organization

S. No	Opinion	Number of Respondents	Percentage (%)
1	Strongly Agree	53	33.12
2	Agree	37	23.13
3	Neutral	27	16.88
4	Disagree	25	15.62
5	Strongly Disagree	18	11.25
Total		160	100

Source: Primary Data

The data in the above table indicates that, 33.12 percent of respondents strongly agree, 23.13 percent of respondents agree, 16.88 percent of respondents are neutral, 15.62 percent of respondents disagree and remaining 11.25 percent of respondents strongly disagree about Job Satisfaction of employee leads to better performance in the organization.

Chi² Test

H₀: Job satisfaction of employee does not lead to better performance.

H₁: Job satisfaction of employee leads to better performance.

Observed Frequency (O_i)	Expected Frequency (E_i)	$(O_i - E_i)$	$(O_i - E_i)^2$	$(O_i - E_i)^2 / E_i$
53	32	21	441	13.78
37	32	5	25	0.78
27	32	-5	25	0.78
25	32	-7	49	1.53
18	32	-14	196	6.12
Total				22.99

The calculated value of $\chi^2 = 22.99$.

The critical value of χ^2 at 4 degrees of freedom at 5% level of significance is 9.488.

Since the calculated value of χ^2 is greater than the critical value i.e., $22.99 > 9.488$.

Hence, H_0 is rejected and H_1 is accepted.

Inference

Job satisfaction of employee leads to better performance.

4. Organizational Culture and Climate Increases Job Performance of Employees

S. No	Opinion	Number of Respondents	Percentage (%)
1	Strongly Agree	54	33.75
2	Agree	41	25.62
3	Neutral	21	13.13
4	Disagree	24	15.00
5	Strongly Disagree	20	12.50
Total		160	100

Source: Primary Data

The data in the above table indicates that, 33.75 percent of respondents strongly agree, 25.62 percent of respondents agree, 13.13 percent of respondents are neutral, 15 percent of respondents disagree and remaining 12.50 percent of respondents strongly disagree about Organizational culture and climate increases job performance of employees.

χ^2 Test

H_0 : Organizational culture and climate does not increase job performance of employees.

H_1 : Organizational culture and climate increases job performance of employees.

Observed Frequency (O_i)	Expected Frequency (E_i)	$(O_i - E_i)$	$(O_i - E_i)^2$	$(O_i - E_i)^2 / E_i$
54	32	22	484	15.12
41	32	9	81	2.53
21	32	-11	121	3.78
24	32	-8	64	2
20	32	-12	144	4.5
Total				27.93

The calculated value of $\chi^2 = 27.93$.

The critical value of χ^2 at 4 degrees of freedom at 5% level of significance is 9.488.

Since the calculated value of χ^2 is greater than the critical value i.e., $27.93 > 9.488$.

Hence, H_0 is rejected and H_1 is accepted.

Inference

Organizational culture and climate increases job performance of employees.

5. Communication with Higher Authority is a Motivational Factor to Increase Job Performance

S. No	Opinion	Number of Respondents	Percentage (%)
1	Strongly Agree	47	29.37
2	Agree	38	23.75
3	Neutral	25	15.63

4	Disagree	28	17.50
5	Strongly Disagree	22	13.75
Total		160	100

Source: Primary Data

The data in the above table indicates that, 29.37 percent of respondents strongly agree, 23.75 percent of respondents agree, 15.63 percent of respondents are neutral, 17.50 percent of respondents disagree and remaining 13.75 percent of respondents strongly disagree about communication with higher authority is a motivational factor to increase job performance.

Chi² Test

H₀: Communication with higher authority does not a motivational tool to improve job performance.

H₁: Communication with higher authority is a motivational tool to improve job performance.

Observed Frequency (O _i)	Expected Frequency (E _i)	(O _i -E _i)	(O _i -E _i) ²	(O _i -E _i) ² / E _i
47	32	15	225	7.03
38	32	6	36	1.12
25	32	-7	49	1.53
28	32	-4	16	0.5
22	32	-10	100	3.12
Total				13.30

The calculated value of Chi²= 13.30.

The critical value of Chi² at 4 degrees of freedom at 5% level of significance is 9.488.

Since the calculated value of Chi² is greater than the critical value i.e., 13.30 > 9.488.

Hence, H₀ is rejected and H₁ is accepted.

Inference

Communication with higher authority is a motivational tool to improve job performance.

Findings and Conclusions

Job performance of employees in the organization depends upon the level of emotional intelligence of employees. Job satisfaction of the employee leads to the better performance of that employee in the organization. Organizational culture and climate increases the performance of the employee. Communication system in the organization especially with higher authority will be a motivational tool to improve the job performance of employee.

Policy Recommendation

In educational institutes, emotional intelligence programs should be used to build organizational capacity for bringing out the best performance in employees and forming powerful workplace relationships. This helps to increase job engagement, trust and integrity to build more effective teams, retain great employees.

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