



A STUDY ON EMOTIONAL INTELLIGENCE AND ITS IMPACT ON EMPLOYEE PRODUCTIVITY IN IT ORGANIZATIONS

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ABSTRACT

Purpose: The purpose of this paper is to critically analyze emotional intelligence and its impact on employee productivity in IT organizations

Design/Methodology/Approach: The researcher is interested in establishing relationships between variables and hypotheses are framed based on factors such as age, communication, interpersonal communication, learning capabilities etc.

Findings: The paper highlights the importance of emotional intelligence and the study reveals that EI has a positive effect on employee productivity. Emotionally intelligent employees communicate better and by using emotions to improve judgments and see things clearly even when feelings are overpowering. Employees with emotional intelligence tend to achieve their personal and organizational goal more effectively than those without that quality.

Practical Implication The future would demand more from the employees with emotional intelligence abilities and organizations should foresee this and ready to make preparations to equip their staff. Study can be extended to managerial staff where the concept is more relevant.

Originality/Value: The study is conducted with respect to IT firms at Info Park Cochin. The conclusion of the analysis will give a broadened explanation on emotional intelligence and how it reflects on employee productivity.

INTRODUCTION

Emotional Intelligence' is defined as a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. There is a group of five skills that enable the employee to maximize their own and their followers' performance. They are, self- awareness which knowing one's strengths, weaknesses, drives, values, and impact on others, self- regulation that controlling or redirecting disruptive impulses and moods, motivation which relishing achievement for its own sake, empathy that understanding other people's emotional makeup and social skill which building rapport with others to move them in desired directions.

This work presents a framework for emotional intelligence, and employee productivity. Emotional intelligence is the thing that distinguishes great leaders from merely good ones. This research work tries to study the factors like age, communication, learning capabilities and its impact on emotional intelligence. Executives emotional intelligence their self- awareness, empathy, rapport with others has clear links to their own performance. The research works on managerial skills in general and emotional intelligence in particular, play a significant role in the success of employees at workplace. This study attempts to narrow this gap by empirically examining the extent to which executives with a high emotional intelligence employed organizations develop positive work attitudes, behavior and outcomes. Emotional intelligence augments positive work attitudes, work outcomes, and moderates the effect of decision making on emotional intelligence.

The project was done at Info Park Cochin. It was set up by the Government of Kerala in 2004 with the objective of attaining self-reliance IT related operations. Around 70 samples consisting of executives were taken. Questionnaire is framed based on factors affecting emotional intelligence and their impact on decision making is examined. The study gives a clear cut idea regarding emotional intelligence and its influence on employee productivity.

2. OBJECTIVES

1. To study on the relationship between emotional intelligence and its impact employee productivity
2. To study the relationship between emotional intelligence and communication
3. To access whether emotional intelligence results in good inter personal communication.
4. To study the association between emotional intelligence and learning capabilities of employees.

3. STATEMENT OF PROBLEM

Emotional Intelligence (EQ) along with communication, learning etc decides the success of employee. The study focuses on emotional intelligence and its influence on employee productivity. Here the emotional intelligence of the IT employees are studied and their pattern of communication capabilities are verified. The factors considered here are age, communication, learning capabilities etc.

4. LITERATURE REVIEW

A study conducted by Goleman about Emotional Intelligence on the topic What makes a leader? This study describes Emotional intelligence is the thing that distinguishes great leaders from merely good ones. Emotional intelligence is a group of five skills that enable the best leaders to maximize their own and their followers' performance. The five skills are self-awareness, self-regulation, motivation, empathy and social skill. Each and every person possess with certain levels of EI skills. Emotional Intelligence abilities can be developed through persistence, practice, and feedback from colleagues or coaches. (Goleman, What makes a leader?, 2004)

A study conducted by Goleman about Emotional Intelligence on the topic Leadership That Get results. This study says that Managers mistakenly assume that leadership style is a function of personality rather than strategic choice. Research has shown that the most successful leaders have strengths in the following emotional intelligence competencies: self-awareness, self-regulation, motivation, empathy, and social skill. The best leaders have the flexibility to switch between leadership styles as the circumstances dictate. (Goleman, Leadership That Gets Results, 2000)

A study conducted by Goleman, Boyatzis, and McKee about Primal Leadership. The study concentrates on Executives' emotional intelligence, their self-awareness, empathy, rapport with others has clear links to their own performance. Emotional leadership means understanding emotional impact on others and then adjusting his or her style. (Goleman, Boyatzis, & McKee, Primal leadership, 2001)

A study conducted by Goleman and Boyatzis about Social Intelligence and the Biology of Leadership. It says that Behavior energize or deflate entire organization through mood contagion (contamination). Shared behaviors unify a team, and bonded groups perform better than fragmented ones. Mood contagion stems from neurobiology. Positive behaviors such as exhibiting empathy create a chemical connection between a leader's and his or her followers' brains. By managing those interconnections cleverly, leaders can deliver measurable business results. (Goleman & Boyatzis, Social intelligence and the biology of leadership, 2008)

An emotional intelligence study conducted by Cherniss and Goleman. This study says that, An emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work. Emotional competencies are learned abilities having social awareness or skill at managing relationship. Emotional competencies are job skills that can, and indeed must, be learned. (Cherniss & Goleman)

A study conducted by Dattner about emotional intelligence. Emotional intelligence will be increasingly important ie, more need for team based collaboration across organizations, geography and cultures. Training, coaching, and feedback can also substantially improve emotional intelligence. Emotional intelligence will be used more frequently in the selection, assessment, training and development of employees (Dattner)

A study conducted by Grayson about emotional intelligence. It describes that, General intelligence is composed of cognitive intelligence, which is measured by IQ, and emotional intelligence which is measured by EQ. The well functioning, successful, and emotionally healthy individual is one who possess a sufficient degree of

emotional intelligence and an average or above average EQ score. The higher the EQ score, the more positive the prediction for general success in meeting environmental demands and pressures.

(Grayson)A study conducted by Goleman about emotional intelligence about the topic Working with emotional intelligence. Emotional Competence is a learned capability based on emotional intelligence that results in outstanding performance at work. Emotional intelligence determines the potential for learning the practical skills that are based on its five elements: self-awareness, motivation, self-regulation, empathy, and adeptness in relationships. Emotional competence shows how much of that potential translated into on- the-job capabilities. Being good at serving customers is an emotional competence based on empathy. Trustworthiness is a competence based on self-regulation, or handling impulses and emotions well. (Goleman, Working with emotional intelligence, 2001)

A study conducted on the topic Bringing Emotional Intelligence to the Workplace by Cherniss and Goleman. Organizations increasingly are providing training and development that is explicitly labeled as "emotional intelligence" or "emotional competence" training. However, the guidelines presented here apply to any development effort in which personal and social learning is a goal. This would include most management and executive development efforts as well as training in supervisory skills, diversity, teamwork, leadership, conflict management, stress management, sales, customer relations, etc. (Cherniss & Goleman, Bringing emotional intelligence to the workplace, 1998)

5. RESEARCH METHODOLOGY

The research design is causal research studies: as the researcher is interested in establishing relationships between variables. The approach here is quantitative in nature. The sampling method used here is simple random sampling. Hypotheses are framed based on factors such as age, communication, learning capabilities etc. These are the questions that address predictions about possible relationships between the things they want to investigate (variables). In order to find answers to these questions, structured questionnaire have been designed and hypothesis testing is done by using Chi-Square Analysis.

6. DATA ANALYSIS

Hypothesis No: 1

Null Hypothesis (H0): There exists no significant relationship between emotional intelligence and communication.

Alternative Hypothesis (H1): There exists significant relationship between emotional intelligence and communication

EI/C	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Strongly Agree	1	7	1	1	0	10
Agree	10	18	3	0	0	31
	7	9	1	1	1	19
Neutral	5	5	0	0	0	10
	23	39	5	2	1	70

Table 6.1.2(a)Chi-Square Test 1

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.622	16	.002

P Value is 0 .002

Interpretation

Since the P Value is less than 0.05 the null hypothesis is rejected. That means there exist a significant relationship between emotional intelligence and communication.

Hypothesis No: 2

Null Hypothesis (H₀): Emotional Intelligence have no significant effect on developing knowledge skills and attitudes of employees.

Alternative Hypothesis (H₁): Emotional Intelligence have significant effect on developing knowledge skills and attitudes.

Table 6.2.1(a): Emotional Intelligence(EI) and Knowledge Skills , Attitudes(KSA) Cross Tabulation

EI/KSA	Strongly	Agree	Neutral	Disagree	Strongly	Total
	Agree	Disagree	Disagree	Disagree		
Strongly	1	6	2	1	0	10
Agree	3	19	6	0	3	31
Neutral	4	9	6	0	0	19
Disagree	3	3	4	0	0	10
Total	11	37	18	1	3	70

6.2.2(a)Chi-Square Test2

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.928	4	.078

P Value is 0.018

Interpretation

Since P Value .078 is less than .05, the null hypothesis is accepted, that means emotional Intelligence have no significant effect on developing knowledge skills and attitudes of employees.

Hypothesis No: 3

Null Hypothesis (H₀): There exists no significant relationship between emotional intelligence and employee productivity

Alternative Hypothesis (H₁): There exists significant relationship between emotional intelligence and employee productivity.

6.3.1(a)Emotional Intelligence(EI) X Employee Productivity(EP) Cross Tabulation					
EI/EP	Strongly Agree	Agree	Neutral	Disagree	Total
Strongly Agree	3	4	2	1	10
Agree	2	21	7	1	31
Neutral	4	10	5	0	19
Disagree	2	1	6	1	10
Total	11	36	20	3	70

6.3.2(a)Chi-Square Test 3

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.210 ^a	9	.015

P Value is 0.015

Interpretation

Since P Value .015 is less than .05 null hypotheses is accepted, there exists significant relationship between emotional intelligence and employee productivity

Hypothesis No: 4

Null Hypothesis (H₀): There exists no significant relationship between age and emotional intelligence.

Alternative Hypothesis (H₁): There exists significant relationship between age and Emotional intelligence.

6.4.1(a)Age (A)X Emotional Intelligence(EI)					
A/EI	Strongly Agree	Agree	Neutral	Strongly Disagree	Total
Age 15 - 25 Years	1	8	1	0	10
25 - 35 Years	6	12	12	1	31
35 - 45 Years	4	11	4	0	19
Above 45Years	1	6	3	0	10
Total	12	37	20	1	70

6.4.2(a) Chi-Square Test⁴

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.572 ^a	9	.038

P Value is 0.578

Interpretation

Since P Value 0.038 is less than .05, null hypotheses is rejected, that means there exists significant relationship between age and emotional intelligence .

FINDINGS AND SUGGESTIONS

FINDINGS

1. Communication has significant effect on developing emotional intelligence.
2. Emotional intelligence is mandatory for an organization in order to improve employee's productivity.
3. Emotional intelligence capability of an individual increases with age.
4. Emotional Intelligence has no significant effect on developing knowledge skills and attitudes of employees.

SUGGESTIONS

In this researcher reviewed a lot of materials related to the variables and at the end hypotheses were proved. In the light of all this research and all material which is being used to conduct this research and all the literature review the following suggestions are recommended

1. Since communication have significant effect on developing emotional intelligence, employees should communicate well among themselves.
2. It is the emotional intelligence capability that helps employees to be successful at work. Therefore employees should focus on learning emotional intelligence skills.
3. Even though there exist no theories that give a clear cut explanation about learning emotional intelligence skills, the EI capability of an individual increases with age.
4. It is true that emotional Intelligence stands away from intelligence quotient but a mix of both IQ and EQ ensures success in life.
5. Employee productivity can be increased with the help of good emotions. So it will be good for Managers should think empathetically while taking a decision, as it will help to understand others point of view.
6. It will be good to communicate strategically to the employees for implementing hard/complex decisions.
7. Most of the employees are emotionally stable with due experience so the company can use them to train new employees.

CONCLUSION AND SCOPE FOR FUTURE RESEARCH

Emotional intelligence plays a significant role in many aspects of our lives. It is important to develop a relationship of quality which creates a very positive effect on all involved. Being able to express personal concerns without anger or passivity is a key asset. Emotionally intelligent managers make better decisions by using emotions to improve judgments and see things clearly even when feelings are overpowering. Leaders with emotional intelligence tend to achieve their personal and organizational goal more effectively than leaders without that



quality.

The project work focuses on studying emotional intelligence and employee productivity. Some of the factors influencing emotional intelligence like communication, age, knowledge, etc are considered. The research does have the scope of extending emotional intelligence with leadership. It will be good to study the emotional intelligence capacity of lower level employees as it decides employee productivity. The project concluded with the statement that emotional intelligence impacts in every aspects of employee productivity.

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