

IMPACT OF EMOTIONAL INTELLIGENCE IN WORK PLACE WITH SPECIAL REFERENCE TO EDUCATIONAL SECTORS

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ABSTRACT

Emotional intelligence plays a crucial role in social interaction and emotional integration with others in the various aspects of life as it form a basic preparation that works on activating the individual's skills and abilities and increase the positive ness of these skills and abilities as the inability for possessing the skills of emotional intelligence leads to increased problems for the individual such as the inability to understand the emotions of the others and the inability to control emotions and solving conflicts and controlling rashness and impulsiveness in different situations. This research study focuses on recognizing emotional intelligence factors and employees of the educational institute and its relation to their job performance level and job satisfaction. Coefficient correlation and t test are used to test the relation between emotional intelligence and job satisfaction among college teachers. Co-efficient method was used to find the results and found a positive relationship between emotional intelligence and employee's job performance .

Keyword: Emotional Intelligence, Job Satisfaction, Job Performance, Work Place, College Teachers, Work Place

1. INTRODUCTION

Emotional Intelligence (EI) must somehow combine two of the three states of mind cognition and affect, or intelligence and emotion. Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. A number of testing instruments have been developed to measure emotional intelligence, although the content and approach of each test varies. If a worker has high emotional intelligence, he or she is more likely to be able to express his or her emotions in a healthy way, and understand the emotions of those he or she works with, thus enhancing work relationships and performance. Emotional Intelligence is not about being soft! It is a different way of being smart - having the skill to use his or her emotions to help them make choices in the moment and have more effective control over themselves and their impact on others. Emotional Intelligence allows us to think more creatively and to use our emotions to solve problems. Emotional Intelligence probably overlaps to some extent with general intelligence. The emotionally intelligent person is skilled in four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions.

The term Emotional Intelligence is only a few years old. It originally developed during the 1970s and 80s by the work and writings of psychologists Howard Gardner, Peter Salovey and John Mayer. Mayer , Salovey and Caryso (2004) also developed their definition for emotional intelligence as the ability on the correct realization and expressing feelings and the ability to understand , generate and regulate emotions to facilitate thinking and developing emotional and mental development.

2. REVIEW OF LITERATURE

Salovey, P., & Mayer, J. D. (1990)

were among the earliest to propose the name “emotional intelligence” to represent the ability of people to deal with their emotions. They defined emotional intelligence as “the subset 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 actions”.

Bar-On's (1997)

“The Bar-On Emotional Quotient Inventory (EQ-I): A test of emotional Intelligence” this study portrays social responsibility and empathy as specific interpersonal skills. Goleman's 1995 model includes the same empathic awareness and attunement, this is the skill required to recognizing emotions in others. Knowing these varying EI models the study of the relationship of EI to moral/ethical behavior and to values has been inconsistent. The moral/ethics/values dimensions are often described as part of the basis for educational programs involving EI a well designed empirical research in this area is very much a necessity.

Goleman (1998) “Working with emotional intelligence” Competency research in over 200 companies and organizations worldwide shows that about one-third of the difference is due to technical skill and cognitive ability while two-thirds is due to emotional competence. (In top leadership positions, over four-fifths of the difference is due to emotional competence).

Chan (2006)

investigated the relationship between emotional intelligence and burnout, his sample was consisted of (167) teachers of high school teachers in Hong Kong. The results showed a significant statistical relationship between emotional intelligence and burnout , results also indicated that emotional exhaustion as a component of burnout is affected by positive emotional regulation and evaluation , the results also indicated that the lack for the sense of personal accomplishment (reduced personal accomplishment) could develop relatively through the use of positive emotions

Hopkins & Bilimoria (2008)

in his study “Social and Emotional Competencies Predicting Success for Male and Female Executives” explored the relationship between emotional and social intelligence competencies and organizational success. The study illustrates not much of differences between male and female leaders in their demonstration of emotional and social intelligence competencies and also found that when it comes to competency demonstration most successful men and women were more the same than different. However gender did play a reasonable role in the relationship between the demonstration of these competencies and success. 65 Further male leaders were considered to be more successful, even though male and female leaders demonstrated the same level of competencies. The four competencies that divided the most successful male and female leaders from their typical counterparts were Self Confidence, Achievement Orientation, Inspirational Leadership and Change Catalyst.

3. OBJECTIVES

1. To find out the relation between emotional intelligence and job satisfaction.
2. To find out the relation between emotional intelligence and job performance.

4. RESEARCH METHODOLOGY

This study following descriptive nature. Questionnaire is used as primary data collection tool. The information from Journals, reports, books and websites related to emotional intelligence are considered as the secondary data. College teachers in Thrissur District are the sample unit for this study. Sample size for this study is 200 college teachers from different colleges in Thrissur district. Co-efficient of correlation and t-test were used for this study.

5. DATA ANALYSIS AND INTERPRETATION

Objective 1: To find out the relation between emotional intelligence and job satisfaction.

H₀: There is no significant relationship between Job satisfaction and Emotional Intelligence of the teachers.

Table 1; Data and results of coefficient of Correlation between Job Satisfaction and Emotional Intelligence and t- Test for Significance

| Variable | N | r | t value | Significance level |
|------------------------|-----|-------|---------|--------------------|
| Job satisfaction | 208 | 0.966 | 53.62 | P < 0.01 |
| Emotional intelligence | 208 | | | |

The table depicts the ‘r’ value as 0.966 and it can be interpreted as positive very high correlation between the variables. The t-value calculated is 53.62, which is significant at 0.01 level. Hence, we can conclude that there is a significant relationship between Job Satisfaction and Emotion Intelligence among the employees of the firm. So that the null hypothesis is rejected.

Objective 2: To find out the relation between emotional intelligence and job performance.

Employee Job Performance. This study has adopted the 5-items questionnaire constructed by Borman and Motowidlo (1993). These items measure various aspects of employee job performance in the workplace such as “I get sense of personal accomplishment from my work” and “my job enables me to make use of my skills and abilities”. Emotional Intelligence: This study has adopted the 20-items scales by Goleman (1998) which consists of four dimensions (self-awareness, self-management, social awareness and relationship management). The examples of the items for self-awareness are “I am aware of my strengths and weaknesses” and “I am able to identify my feelings”. The examples of self-management items are “I can stay calm in stressful situations” and “I can overcome anxiety in new or challenging situations”. Meanwhile, the examples of social awareness and relationship management items are “I understand how people feel by looking at their facial expressions” and “I get impatient with incompetent people” respectively. So that the alternative hypothesis will be as follows:

H₁: There is a positive relationship between self-awareness and employee job performance

H₂: There is a positive relationship between self-management and employee job performance

H₃: There is a positive relationship between social awareness and employee job performance

H₄: There is a positive relationship between relationship management and employee job performance

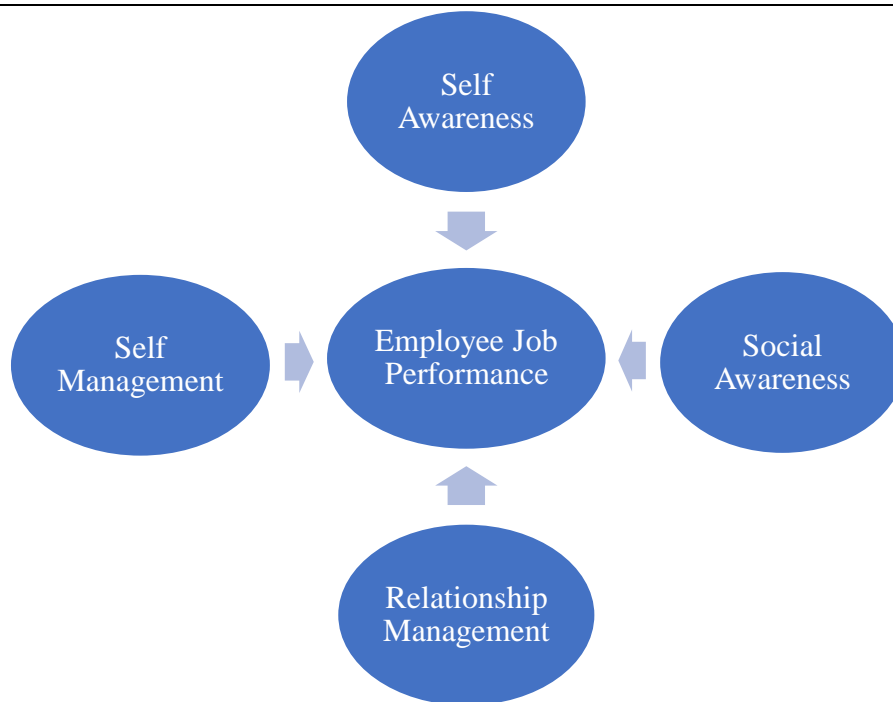


Table 2- Coefficient Table

| Model | UNSTANDARDIZED COEFFICIENT | | STANDARDIZED COEFFICIENT | t value | Sig. |
|--|-------------------------------|------------|-----------------------------|---------|------|
| | B | Std. Error | Beta | | |
| Constant | 1.205 | .316 | | 3.819 | .000 |
| Social awareness | .142 | .060 | .202 | 2.366 | .021 |
| Self- management | .493 | .093 | .542 | 5.284 | .000 |
| Social awareness | .004 | .060 | .007 | .074 | .941 |
| Relationship management | .110 | .053 | .180 | 2.064 | .042 |
| Dependent variable: employee job performance | | | | | |

According to Table 2, self-awareness ($p < 0.05$), self-management ($p < 0.00$) and relationship management ($p < 0.05$) have a significant relationship on employees' performance. The findings also revealed that self-management has the highest significant influence on dependent variable of employee job performance β equal to 0.542; $p = 0.00$ and it is followed by self-awareness $\beta = 0.2$; $p < 0.05$ and relationship management $\beta = 0.18$; $p < 0.05$. However, social awareness has no impact towards employee job performance as it shows non-significant value of 0.94; $p > 0.05$. Effects of EI on Employee Job Performance Hypothesis 1 (H1) states that there is positive relationship between self-awareness and employee job performance. Since $p = 0.021$ is less than 0.05 thus H1 is accepted and higher self-awareness leads to higher employee job performance. Hypothesis 2 (H2) stated that there is positive relationship between self-management and employee job performance. Since p-value is 0.000 which is less than 0.05 hence H2 is also accepted and higher self-management leads to higher employee job performance. Hypothesis 3 (H3) stated that there is a positive relationship between social awareness and employee job performance. Based on the coefficient table (Table 2), the third hypothesis is rejected since the $p = 0.941$ which is more than 0.05. It can be said that there is no impact of social awareness towards employee job performance in this study. Lastly, hypothesis 4 (H4) postulates that there is a positive relationship between relationship management and employee job performance. From the findings, it shows that $p = 0.042$ which is less than 0.05. Hence, hypothesis 4 is accepted and indicates that relationship management has a positive relationship with employee job performance.

6. FINDINGS

The main of the study is that to find out the relation between emotional intelligence with job satisfaction and job performance. With the help of coefficient correlation and t test tool, the study proved that there is a significant relationship between Job Satisfaction and Emotion Intelligence among the employees of the firm.

To find out the relation between emotional intelligence and job performance, the study went through four dimension of emotional intelligence like self -awareness, social management, social awareness and relationship management. The coefficient test proved that self-awareness, self -management and relationship management leads to higher employee job performance. at the same time there is no impact of social awareness towards employee job performance

7. CONCLUSION

The main purpose of conducting this research is to determine whether there is a relationship between self-awareness, self-management, social awareness and relationship management with employee job performance. Among all four variables examined, self-management has the strongest effect on employee job performance followed by self-awareness and relationship management. Among all the dimensions of EI examined in this study, self-management is found to be the most influential one. Thus, it is proposed that this organization can conduct training courses or workshop related to EI to their employees that focus on how employees can manage their emotions. The training should not only focus on lower level employees but leaders also need to be trained on how to control their feelings and reactions towards another employee. Based on the findings, it is suggested that the organization should encourage employees to get involved in decision making process and let them know that their contributions are important to the organization. It is because the employees' role is essential for the success of the company. Furthermore, employees should be provided with day-to-day feedback and informal recognition on their performance so that they will be motivated to perform well.

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