



A STUDY ON THE IMPACT OF EMOTIONAL INTELLIGENCE ON EMPLOYEES PERFORMANCE - CHENNAI

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ABSTRACT

Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. EI is not about being soft! In this complex business scenario both public and private sector people have to manage change in an effective way. EI plays an important role in helping employers and employees to cope with this dynamic changing business environment. The present study is confined to Celebrity fashions India ltd, MEPZ, Tambaram - Chennai as the researcher felt that such type of study in garment industry will create a lot of awareness.

Key Words: *Emotional Intelligence, emotions, stress*

INTRODUCTION

“Emotional Intelligence is the ability to sense, understand, value and effectively apply the power of emotions as a source of human energy, information, trust, creativity and influence”

-DANIEL GOLEMAN

Emotional Intelligence can be defined as the ability to identify access and influence one's own feelings and those of others. Many effective personnel managers employed in a business environment have a well developed form of emotional intelligence that allows them to manage their own emotions, as well as those of others within their organization. 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. EI first appeared in 1985 in a doctoral dissertation by Wayne Leon Payne, which he entitled “A Study of Emotion: Developing Emotional Intelligence.” His thesis on emotional intelligence included a framework to enable people to develop emotional intelligence. Payne asserted that many of the problems in modern civilization stemmed from a suppression of emotion and that it was possible to learn to become emotionally intelligent. Later it was coined by Daniel Goleman, who wrote the pioneering book on the subject. He actually co-authored it with his wife, Tara, triggered by sitting through many frustrating business meetings with her. Emotional Intelligence then appeared in a series of academic articles authored by John D. Mayer and Peter Salovey (1990, 1993). These publications generated little attention. Daniel Goleman's latest book, *Working with Emotional Intelligence* (1998) has caught the attention of human resource practitioners. Although the term ‘emotional intelligence’ was not used, it is evident that the groundwork for the research was set in motion long before any official work on emotional intelligence.

EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) must somehow combine two of the three states of mind cognition and affect, or intelligence and emotion. Some researchers suggest that emotional intelligence can be learned and strengthened, while others 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.

The theory of ‘Emotional Intelligence’ (EI) could not have come at a more opportune time when the society is heading towards abysmal depths of intolerance and violence over slightest provocation. In 1997, John Gottman in his book, ‘Raising an Emotionally Intelligent Child’, spoke about the marked difference in the psyche and approach of children to various issues. He observed that children from the mid 1970’s to late 1980’s had become more sulky, irritable, nervous, depressed and lonely. With both the parents working to meet the economic demands, families becoming smaller, children were facing a lack of social life. They were turning to television and computers for entertainment and interaction and time spent with relatives and friends were on the downhill. Fifteen years later, we can see that the situation has only regressed further. Thus, the concept of harnessing and driving the crest of emotions towards a better life holds promise to the future.

EMOTIONAL INTELLIGENCE AND LEADERSHIP

Emotional intelligence bears an important impact on self-development of the manager and his leadership qualities. Practicing activities that support EI behavior illuminates positive effects that can be observed and measured by higher productivity. Its impact is visible in building positive relations and gaining emotional commitment of employees. At a higher level this strengthens organizational culture, sharpens its resilience and stretches its flexibility, both in the long run lead to greater competitive advantage in the market. Empathic communication between CEOs and employees develops a culture of trust that increases synergy among team members. Synergy stimulates employees’ creativity, which is essential in developing new solutions and forming innovative responds to the increasingly complex demands of learning society.

EMOTIONAL INTELLIGENCE: THE ELEMENTS

EI scale constitutes five dimensions or elements- which affects an individual’s behavior/performance.

- SELF AWARENESS

- SELF MANAGEMENT
- MOTIVATION
- EMPATHY
- SOCIAL SKILLS

NEED AND BACKGROUND OF THE STUDY

In this complex business scenario both public and private sector have to manage change in an effective way. The concept of Emotional Intelligence has emerged as an important one but still it is a relatively understudied element of competence (Ashkanasy and Daus, 2005; Giardini and Frese, 2006). Emotional Intelligence (EI) refers to abilities concerning identification and regulation of emotions in self and others, and use this information to guide one's thinking and actions (Giardini and Frese, 2008; Mayer, Salovey and Caruso, 2008).

In garment industry, organization put constant pressure on their employees to perform because they need to deliver their products at right time to the customers , need to be very active and have to produce more than their capacity every day . Empirical observation reveals that garment sector employees have strict time pressure of completion of target production. As a result, employees suffer from extremely high level of stress and emotional disturbance, which directly or indirectly affect their performance. So the company is in high need to know what really hinders employees' performance. Keeping this in view the researcher has taken this topic and this study investigates the impact of emotional intelligence in employees' performance in CELEBRITY FASHIONS LTD. It is necessary to conduct the study on the impact of emotional intelligence on employees in the garment industry. This is because there has not been much research on emotional intelligence done in the garment industry. Other than that, Commitment and high performance of an employee is seen as vital to an organization to compete towards quality and in line with the changes. Mainly this study helps to explore and provide data on the underlying mechanism that links EI and employees at work place. The study helps the Mangers at Garment industry to develop and explore the concept of EI to ensure high level of employee's performance resulting in increased achievement of organizational and individual goals.

SCOPE OF THE STUDY

The scope of the study is to increase the employee's emotional intelligence at work place and to help in future why some employees are outstanding performers while others are not. Emotional Intelligence calls for recognizing and understanding of the issues in the organizations on the basis of the results and this helps the organization to choose a strategy and action to improve the performance of their employees. The results of this research will contribute to the literature of emotional intelligence and education, as well as support the need for labors to recognize and enhance their own ratings of emotional intelligence to perform their duties in a developmental perspective in place.

OBJECTIVES OF THE STUDY

PRIMARY OBJECTIVE

- To study the impact of emotional intelligence on employees' performance at celebrity fashions India Ltd, MEPZ, Tambaram, Chennai. To measure the Emotional Intelligence of the employees and identify the dimensions of emotional intelligence and their level of influence on the performance of employees.
- To find out the level of association between demographic variables and other factors of Emotional Intelligence and give fruitful suggestions for efficient implications of emotional intelligence on employees performance.

INDIAN GARMENT INDUSTRY

The apparel and industry occupies a unique and important place in India. It is one of the earliest industries to come into existence in the country. The history of apparel in India dates back to the use of mordant dyes and printing blocks around 3000 BC.

The Indian apparel industry (including garment retail, fashion designing and accessories trade) is booming like never before. The rapid increase in job opportunities and expanding earning capabilities has resulted in the inculcation of a brand new mindset amongst Indian consumers. Spending on brands is no longer an improbability, with shoppers willing to pay for quality and premium products. The apparel industry has benefited immensely from these new market trends.

The country's organized retail is booming because of increasing private incomes and

changing lifestyles and consumption pattern of consumers is having a positive effect on the apparel industry. There has been a rapid increase in the market size of ready-to-wear clothing and lifestyle apparel brands.

Considering the country's present economic preference, fashion retail can only continue to grow in direct proportion to the rising incomes and spending powers of Indian consumers. With about 65% of these consumers below 35 years of age, apparel retail can only reign supreme in the marketplace.

REVIEW OF LITERATURE

When it comes to happiness and success in life, emotional intelligence (EQ) matters just as much as intellectual ability (IQ). Emotional intelligence is defined as “the capacity to recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships.”

Cropanzano, Rapp, and Bryne, 2003 extended exposure to stress or a single exposure to an extreme stressor can have severe negative consequences on non-task performance dimensions. For example, high levels of stress can lead to emotional exhaustion, lower organizational commitment, and increased turnover intentions. Significant research findings have documented that prolonged stress has negative effects on individual health as well as on employees' attitudes towards the organization.

EMOTIONAL INTELLIGENCE

According to the literature, there are several definitions of what emotional intelligence is and what the concept actually encompassed. Some of these definitions of the concept of emotional intelligence lack sufficient research evidence to properly substantiate their views (palmer and Jansen, 2004). Goleman (1997 in Dulewich and Higgs, 2000: 342) provides a useful definition of the concept, and believes that emotional intelligence is about:

- Knowing what you are feeling and being able to handle those feelings without having them swamp you,
- Being able to motivate yourself to get jobs done, being creative and perform at your peak; and
- Sensing what others are feeling, and handling relationships effectively.

A more cases definition is put forward by Martinez (1997:72) that describes emotional intelligence as being “an array of non-cognitive skills, capabilities and competencies that influence a person’s ability to cope with environmental demands and pressures”. Meanwhile, Goleman (1996, 1997) cautioned that, this does not however mean that we must disagree traditional ideas of intelligence, as these are also relevant to the individual’s daily living skills and work performance. Rather, we should look at both traditional concepts of intelligence as well as concepts of emotional intelligence.

According to Mayer, Salovey and Caruso (2000) emotional intelligence includes “the ability to perceive, appraise and express emotion accurately and adaptively; the ability to understand emotion and emotion knowledge; the ability to accept and generate feeling where they facilitate cognitive activities and adaptive action; and the ability to negotiate emotions in oneself and others”. In addition, Faluner and Janse (2004) connotatively spotted emotionally intelligent person as one who is able to process emotion laden information and then to use this information in cognitive task and other required behaviors. It is also believed that emotional intelligence allows the person other ways of being and behaving as compared to those emphasized by traditional ideas of intelligence. It is thus possible for the person to develop these alternative ways of being in order to become more effective and efficient in both day-to-day living and in the workplace (Van Joarsveld, 2003).

Negative emotions, such as fear; anxiety; anger and hostility, use up much of the individual’s energy, and lower morale, which in turn leads to absenteeism and apathy (Bagshaw, 2000). According to Klauser (1997) an individual’s emotional intelligence can be seen to dictate interpersonal relationships. Despite this, many employees in the workplace would rather steer away from dealing with emotional issues. Cooper (1997) revealed that emotions that are properly managed can, and do, have successful outcomes.

Several authors (Cooper and Sawaf, 1997; Salovey and Sluyter, 1997; Goleman, 1998) suggest that emotional intelligence is essential for effective leadership. It is believed that even if one has the best training in the world, as well as a “high intelligence” level without emotional intelligence, the person would still not make a good leader. It should however be noted that although intelligence quotient (IQ) and emotional intelligence are two separate constructs ,they do work in combination as such; there are two cone proportions that can be put forward, namely:

- A combination of IQ and emotional intelligence explains more variation in outcome criteria than IQ alone; and
- A certain threshold IQ is necessary before the combination with emotional intelligence that leads to differentiated success in outcome (Dulewicz and Higgs, 2000).

There is an emerging view that emotional intelligence can be seen to be more important than traditional constructions of IQ. Studies conducted by Goleman (1998) have shown that emotional intelligence is far more important at all levels in the workplace than technical skills and IQ studies show that emotional intelligence facilitates individual adaptation and change (Quy, 1999:352), other research by Schutte et al, (1998) shows that emotional intelligence is associated with effective outcomes such as greater optimism, less depression and less impulsivity. Emotional intelligence has been found to be positively linked to task master and life satisfaction and negatively linked to symptoms of depression (Martiruzpons, 1997).

Daniels and Guppy 1994, feel that open communication in organizations can decrease levels of stress experienced by employees, but organizational communication will only be effective if it provides accurate information, thereby increasing the predictability of the working environment.

There is little research that has been done on success and performance in an organization context, but that which has been done rigorously demonstrates the impact of emotional intelligence on success and performances in the organizational context. **Kelley and Caplan's (1993)** study at Bell Laboratories provides support for the ability of emotional intelligence to difference between high and average performers in the workplace (Dulewicz and Higgs, 2000).

Young (1943) defined emotions as “acute disturbances of the individual ...” and believed that emotions made people „lose control“. But, not all felt or accepted emotions as „disorganized interruptions“ (Salovey and Mayer, 1990). Mowrer (1960) opined that “... emotions are of quite extraordinary importance in the total economy of living organisms and do not deserve being put into opposition with „intelligence“. The emotions are, it seems, themselves a higher order of intelligence.”

Goleman (1995) suggest that five components of emotional intelligence can have a great impact on the individual's perception and reaction to organizational events.

	SELF Personal Competence	OTHER Social Competence
RECOGNITION	<u>Self-Awareness</u> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	<u>Social Awareness</u> Empathy Service Orientation Organizational Awareness
REGULATION	<u>Self-Management</u> Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	<u>Relationship Management</u> Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration

EMOTIONAL COMPETENCE AND JOB PERFORMANCE

There is growing research that connects emotional intelligence and emotional skills to achievement, productivity, career success, personal health, resilience, and leadership. Emotional competencies are the learned capabilities based on emotional intelligence that results in outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills that are based on developing self-awareness, motivation, self-regulation, 31 empathy and social skills (Goleman, 1998). The great divide in competencies lies between the mind and the heart; more technically between cognition and emotion. Some competencies are purely cognitive, such as planning, analytical reasoning or technical expertise. Others combine thought and feeling known as emotional competencies (Goleman, 1998; Cooper, 1997).

EMOTIONAL COMPETENCE

The emotional competencies related to outstanding leadership (Goleman et al., 2002) include personal competence and social competence with the following clusters:

Personal Competence

The Self-awareness Cluster

- Emotional self-awareness: recognizing one's emotions and their effects.
- Accurate self-assessment: knowing one's strengths and limits.
- Self-confidence: having a strong sense of one's self worth and capabilities.

The Self-management Cluster

- Adaptability: being flexible when dealing with situations or obstacles.
- Emotional self-control: controlling and constraining one's emotions in groups or as per organizational norms.
- Initiative: making the first move, being enterprising.
- Achievement orientation: being determined to do better.
- Trustworthiness: being upright and consistent with one's values, emotions, and behaviour.
- Optimism: having a positive view.

Social Competence Social-awareness Cluster

- Empathy: understanding others and being concerned.
- Service orientation: spotting and meeting customer's needs.
- Organizational awareness: perceiving political relationships within the organization and managing diplomatically.

Relationship Management Cluster

- Inspirational leadership: inspiring and guiding groups of people.
- Developing others: motivating and helping others improve performance.
- Change catalyst: initiating and managing change.
- Influence: being able to make others agree.
- Teamwork and collaboration: motivating people to share common vision and goal and making them work towards it.

STUDIES ON EMOTIONAL INTELLIGENCE

Cavazotte, F., Moreno, V., & Hickmann, M. (2012) - this study investigates the effects of intelligence, personality traits and EI, as measured by the WLEIS - a self-report measure, on performance of 134 midlevel managers from a large Brazilian company that operates in the energy sector. Performance was determined by the annual performance ratings. Results revealed a relationship between EI and performance; however, after controlling for intelligence and personality, this relationship became non-significant. The best predictor of the manager's performance in this study was transformational leadership, as determined using their subordinates' ratings on the Multifactor Leadership Questionnaire. The implications for practice are twofold. First, the findings reinforce the need to use control variables (i.e.,

intelligence, personality and experience) when testing the implications of EI, calling attention to the fact that empirical results might be inflated whenever control variables are omitted. Second, because the analysis show that 75% of variance in EI was explained by intelligence and personality, concerns are raised regarding the discriminant validity of the WLEIS scale. This reinforces the idea that tests of EI need to be significantly different from personality and intelligence tests.

INTERPERSONAL SKILLS AND SOCIAL COMPETENCE

Social skills refer to a wide range of skills related to behaviour, manner, communication, proper dress, etc. in the presence of other people. 36 Relating with people and being able to work in large groups naturally develops one's communications skills. Interpersonal communication skills are a subset of social skills and it refers to communication with others in an effective and proper manner. It is the ability to listen and talk properly and can be classified under both verbal and non-verbal as any message that is conveyed or understood depends not only on words or verbal communication but also on paralinguistic features like tone, volume, posture, gesture, facial expressions etc. To be successful among people, for one's views and opinions to be accepted, to be a good team player, to be popular and recognized, to be a motivator and a good leader, one needs to have social awareness and cultivate social skills; in other words be socially competent.

EMOTIONAL INTELLIGENCE AND LEADERS

Most leaders understand the value of diversity. Empathy, listening ability and respect are traits of a leader. They are also flexible, approachable, accommodative, empathise and get along well with others. They motivate people and win the co-operation of one and all as they are aware of their inner feelings and strengths; are able to manage their emotions as well as that of others. Managing emotions of both self and others by the leaders necessitates that they be emotionally intelligent. If the leaders are not emotionally intelligent, even if the organizations possess good financial, technical, and natural resources than its competitors; they will be unable to win in this competitive world. Such is the relevance of emotional intelligence in today's open economy that even small organizations have started mobilizing all its energy to develop executives to be emotionally intelligent leaders. Therefore, the utility of emotional intelligence in predicting effective leaders has started gaining momentum in the literature of Industrial, Organizational Psychology suggest that emotional intelligence is not

only important for the success of individual in an 40 organizational setting, but it becomes more important as individuals rise through to leadership positions.

RESEARCH METHODOLOGY

Descriptive research design has been adopted for this study. Descriptive research design is the finding of fact with adequate interpretation. The paper will describe the balance between work and personal life. Descriptive research design is the most suitable research design for this study. The total population of the company is 2584. Among these the only 222 employees were taken as the sample which represents the whole universe by using random sampling method by using the following tools - ANOVA ,Kruskal - Wallis one way ANOVA,Friedman test, Chi-square test, Student t-Test.

DATA ANALYSIS AND INTERPRETATION

HYPOTHESIS I

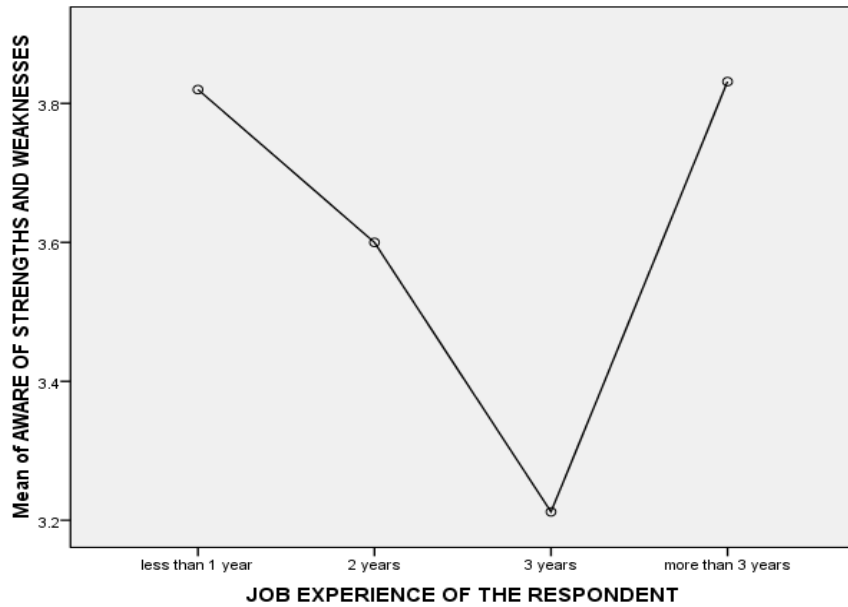
ONE WAY ANOVA

NULL HYPOTHESIS (H₀): There exists no significant difference between the job experience of the respondents and their responses towards the aware of strengths and weaknesses.

ALTERNATE HYPOTHESIS (H₁): There exists a significant difference between the job experience of the respondents and their responses towards the aware of strengths and weaknesses.

AWARE OF STRENGTHS AND WEAKNESSES VS JOB EXPERIENCE OF THE RESPONDENTS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.561	3	3.520	3.928	.009
Within Groups	195.367	218	.896		
Total	205.928	221			



Calculated value = 3.928

Level of Significance = 0.05

Degree of Freedom = $(r-1)(k-1)$
 = $(4-1)(2-1)$
 = $(3)(1)$
 = 3

Table value = 2.68

INFERENCE

The calculated value is greater than the table value, hence accept H_0 .

OUTCOME

There exists a significant difference between the job experience of the respondents and their responses towards the aware of strengths and weaknesses.

HYPOTHESIS II

CHI SQUARE

NULL HYPOTHESIS (H₀): There exists no significant difference between the gender of the respondents and their responses towards that they discuss and resolve disagreements.

ALTERNATE HYPOTHESIS (H₁): There exists a significant difference between the gender of the respondents and their responses towards that they discuss and resolve disagreements.

DISCUSS AND RESOLVE DISAGREEMENTS vs GENDER OF THE RESPONDENT

			GENDER OF THE RESPONDENT		Total
			Male	Female	
DISCUSS AND RESOLVE DISAGREEMENTS	Strongly Disagree	Observed	4	15	19
		Expected	6.9	12.1	19.0
	Disagree	Observed	7	23	30
		Expected	10.9	19.1	30.0
	Neutral	Observed	18	45	63
		Expected	23.0	40.0	63.0
	Agree	Observed	31	35	66
		Expected	24.1	41.9	66.0
	Strongly Agree	Observed	21	23	44
		Expected	16.1	27.9	44.0
Total		Observed	81	141	222
		Expected	81.0	141.0	222.0

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.425	4	.022
Likelihood Ratio	11.644	4	.020
Linear-by-Linear Association	9.675	1	.002
N of Valid Cases	222		

Calculated value = 11.425

Level of Significance = 0.05

Degree of Freedom = $(r-1)(k-1)$

= $(5-1)(2-1)$

= $(4)(1)$

= 4

Table value = 9.488

INFERENCE

The calculated value is greater than the table value, hence reject H_0 .

OUTCOME

There exists a significant difference between the gender of the respondents and their responses towards that they discuss and resolve disagreements.

HYPOTHESIS III

FRIEDMAN

NULL HYPOTHESIS (H₀): There exists no significant difference between the dimension of social skill on the impact of emotional intelligence on employee's performance.

ALTERNATE HYPOTHESIS (H₁): There exists a significant difference between the dimension of social skill on the impact of emotional intelligence on employee's performance.

SOCIAL SKILL OF EMPLOYEES

	Mean Rank
EFFECTIVELY PERSUADE OTHERS TO ADOPT MY POINT OF VIEW WITHOUT FORCING	3.77
LISTENING TO OTHERS OPENLY AND SEND THEM CONVINCING MESSAGES	4.01
DISCUSS AND RESOLVE DISAGREEMENTS	3.61
INSPIRE AND GUIDE INDIVIDUALS AND GROUPS	3.83
DEVELOPING CONGENIAL RELATIONSHIP WITH PEERS AND SUPERVISORS	4.16
WORKING WITH OTHERS TOWARDS MUTUAL GOALS	4.22
CREATING GROUP SYNERGY IN ACHIEVING COLLECTIVE GOALS	4.40

Test Statistics

N	222
Chi-Square	27.953
df	6
Asymp. Sig.	.000

Calculated value = 27.953

Level of Significance = 0.05

Degree of Freedom = (r-1) (k-1)

= (7-1) (2-1)

= (6) (1)

= 6

Table value = 12. 592

INFERENCE

The calculated value is greater than the table value, hence reject H_0 .

OUTCOME

There exists a significant difference between the dimension of social skill on the impact of emotional intelligence on employee's performance.

HYPOTHESIS IV

KRUSKAL-WALLIS

NULL HYPOTHESIS (H_0): There exists no significant difference between the job experience of the respondents and their responses towards that their awareness of verbal problems among colleagues and effective measures to handle the situation.

ALTERNATE HYPOTHESIS (H_A): There exists a significant difference between the job experience of the respondents and their responses towards that their awareness of verbal problems among colleagues and effective measures to handle the situation.

JOB EXPERIENCE vs AWARE OF VERBAL PROBLEMS AMONG COLLEAGUES AND EFFECTIVE MEASURES TO HANDLE THE SITUATION

	JOB EXPERIENCE OF THE RESPONDENT	N	Mean Rank
AWARE OF VERBAL PROBLEMS AMONG COLLEAGUES AND EFFECTIVE MEASURES TO HANDLE THE SITUATION	1	50	104.81
	2	50	107.58
	3	33	93.74
	4	89	124.04
	Total	222	

Test Statistics^{a,b}

	AWARE OF VERBAL PROBLEMS BETWEEN COLLEAGUES AND EFFECTIVE MEASURES TO HANDLE THE SITUATION
Chi-Square	7.037
df	3

Calculated value	= 7.037	
Level of Significance	= 0.05	
Degree of Freedom	= (r-1) (k-1)	
	= (4-1) (2-1)	
	= (3) (1)	
	= 3	
Table value	=7.815	

INFERENCE

The calculated value is lesser than the table value, hence accept H_0 .

OUTCOME

There exists a significant difference between the job experience of the respondents and the responses towards that their awareness of verbal problems among colleagues and effective measures to handle the situation.

HYPOTHESIS VI

STUDENT t Test

NULL HYPOTHESIS (H_0) - There exists no significant relationship between the gender of the respondents and their responses towards that they can judge their self-worth and capabilities.

ALTERNATE HYPOTHESIS (H_1) . There exists a significant relationship between the gender of the respondents and their responses towards that they can judge their self-worth and capabilities.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		f	sig	t	df
JUDGE THE SELF-WORTH AND CAPABILITIES	Equal variances assumed	19.375	.000	3.141	220
	Equal variances not assumed			3.331	196.921

Calculated value = 19.375

Level of Significance = 0.05

Table value = 15.507

INFERENCE

The calculated value is greater than the table value, hence reject H_0 .

OUTCOME

There exists a significant relationship between the gender of the respondents and their responses towards that they can judge their self-worth and capabilities.

CORRELATION

		SELF AWARENESS	SELF REGULATION	MOTIVATION	EMPATHY	SOCIAL SKILLS
SELF AWARENESS	Pearson Correlation	1	.442**	.282**	.202**	.345**
	Sig. (2-tailed)		.000	.000	.002	.000
	N	222	222	222	222	222
SELF REGULATION	Pearson Correlation	.442**	1	.510**	.224**	.488**
	Sig. (2-tailed)	.000		.000	.001	.000
	N	222	222	222	222	222
MOTIVATION	Pearson Correlation	.282**	.510**	1	.288**	.202**
	Sig. (2-tailed)	.000	.000		.000	.002
	N	222	222	222	222	222
EMPATHY	Pearson Correlation	.202**	.224**	.288**	1	.348**
	Sig. (2-tailed)	.002	.001	.000		.000
	N	222	222	222	222	222
SOCIAL SKILLS	Pearson Correlation	.345**	.488**	.202**	.348**	1
	Sig. (2-tailed)	.000	.000	.002	.000	
	N	222	222	222	222	222
**. Correlation is significant at the 0.01 level (2-tailed).						

OUTCOME

The correlation coefficient between self-regulation and motivation is 0.510 which indicates 51 % positive relationship.

SUGGESTIONS

- Stress management programs may be conducted to reduce the stress due to target production.
- Training on EI can be conducted to increase the emotional stability of the employees and this will increase their productivity and also their commitment towards the work.
- As there is a positive relation between the EI and the Employees performance, so at the time of selection and hiring of employees, they must conduct a test on EI in order to check the EQ of the employees.

- Employees should periodically check the level of EI in order to provide them feedback and get better performance out of them.
- Company must give better attention on Team Building Interventions to promote Superior and Subordinate Relationship.
- Quality of food in the canteen must be improved so it will increase the satisfaction of employees towards the organization.
- Sanitary and Hygiene facilities must be improved in order to increase the health issues of the employees.
- Salary should be paid adequately according to the suggestion given by the employees.
- Employees should be given muscle relaxation therapies in order reduce their health issues due to work.
- Most of the employees perceived and portrayed incentives plan to be a strong reason or motivator to be satisfied in the organization.
- The participation of the employees in the organization may be upgraded as most of the employees feel that their views and ideas should be valued and considered.

CONCLUSIONS

The theory of emotional intelligence promises to predict and improve the life skills of individuals. The proponents of the theory believe that in understanding, analyzing and managing emotions in themselves and others, lies the key to an improved quality of life. As the operationalisation of the theory is the crucial factor which validates their claim, the first and foremost challenge that faces the theorists is to design an instrument or improve upon existing measures which will accurately evaluate and assess the emotional skills of an individual. This will also set to rest the other fundamental question whether emotional intelligence is a distinct form of intelligence or simply old wine in new bottle. Another challenge that faces the theory is that there are too many definitions and approaches which is though vital and a healthy sign for any new theory, many a time it leads to confusion among researchers as to which definition or approach has to be taken. This has also lead people to accuse the concept as mere hype and ignoring and trashing the theory as non-existent. But, as Cherniss et al. (2006) point out, even after hundred years of research, “there is still not a consensus about what IQ is or the best way to measure it”. To judge or criticize EI to a different standard definitely needs rethinking.

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