

A STUDY ON ROLE OF EMOTIONAL INTELLIGENCE AMONG THE PERFORMANCE OF EXECUTIVES

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ABSTRACT

“What really matters for success, character, happiness and lifelong achievements is a definite set of emotional skills – your EI — not just purely cognitive abilities that are measured by conventional IQ tests.”- Daniel Goleman

The word Emotion is derived from the latin word ‘emove’ which means to stir up, to agitate or to excite. Intelligence is general capacity of a human being that consciously adjust his thinking to new requirements. It is a general mental adaptation to new difficulties and conditions of life. Emotion is an experience that conveys generalized inner adjustment and mental, physiological moved up states of the individual, and that shows itself in his overall behaviour. Intelligence is the ability to learn and deal with abstraction. Intelligence is the skill or power of making a suitable response to certain stimuli in a given situation. This is a study carried out to find the relationship of Emotional Intelligence with regard to the professional and personal life. This is a study carried out among executives across the industries, who work under lots of pressure and where performance becomes the criteria for the advancement in their life due to competition. Emotional Intelligence can be an inoculation that preserves health and encourages growth. Emotional intelligence includes the exercise mastery over your own emotions and behavior and respond appropriately in various life situations.

Keywords: emove, emotion, intelligence, stimuli

1. INTRODUCTION:

Emotional intelligence is a normal of developed skills and competencies that forecast optimistic consequences at home with one’s family and at work. People who possess these are better, less , more productive at work, and have better relationships. E.I. is the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions. Emotional Intelligence, also called EI or EQ, describes an ability, size to perceive, assess, and manage the emotions of one's self, of others, and of groups. The Scientific Definition of EQ is ' the array of non-cognitive skills, competences that effect a person's ability to cope with environmental pressures.' This study focuses on the various components of E.I like self-awareness, managing emotions, self-motivation, interpersonal relationships besides problem solving skills of the respondents. All the executives in the various industries undergo lots of ups and downs in their work environment and personal life. In spite of this they must have the will to achieve, choose the right opportunities, and should enhance their knowledge, skills in their field. So as to upgrade themselves in face of fierce competition and the coping up with this needs lot of strength and at the same time they should have strong EI to make use of their strengths in their full potential. To conclude EI is the most important factor for every human, still we emphasis to the people who else deals with humans. Professions like teaching, Counseling and HR. It is suggested that EI should also be part of compulsory academic curriculum, in order to achieve holistic human relations

2. REVIEW OF LITERATURE

In a 1994 the present state of emotional literacy in the U.S. author Daniel Goleman stated:

"...in navigating our lives, it is our fears and envies, our rages and depressions, our worries and anxieties that steer us day to day. Even the most academically brilliant among us are vulnerable to being undone by unruly

emotions. The price we pay for emotional literacy is in failed marriages and troubled families, in stunted social and work lives, in deteriorating physical health and mental anguish and, as a society, in tragedies such as killings..."

"Impressive in its scope and depth, staggering in its implications, Emotional Intelligence gives us an entirely new way of looking at the root causes of many of the ills of our families and our society."

-Jon Kabat-Zinn, Ph.D.,

Author of wherever you go, there you are.

"It is clear, however, that, without the preferences reflected by positive and negative affect, our experiences would be a neutral gray. We would care no more what happens to us or what we do with our time than does a computer."

3. OBJECTIVES:

1. To assess the EI level of the respondents
2. To identify the factors influencing the EI level of the respondents.

4. RESEARCH METHODOLOGY :

Descriptive research design will be used for this study. The main purpose for choosing this design was for the purpose precise investigation or of developing the working hypotheses from an operational point of view. The study is flexible enough to provide opportunity for considering different aspects of problem under the study with primary and secondary data.

5. INTERPRETATION AND ANALYSIS:

Table 1: Respondent by age

Age refers to the historical period of existence of the respondents. This has been recorded in terms of completed years. Age is used to know the number of respondents on each age category. The age groups of the respondents are directly linked with their emotional stability.

Age	Frequency	Percentage
20 - 30	13	43
31- 40	13	43
40 - 50	4	14
Total	30	100

From the above table it is evident that vast majority of the respondents (86%) belong to below 40 age group and the remaining (14%) belong to above 40 age group.

From the above table it is clear that today's organizations are mostly composed of younger people.

Table 2: Respondent by sex

Sex is a classification of male and female based on the biological factors that are genetically determined and cannot be changed. The same has been measured in the study in terms of respondents being male and female.

Sex	Frequency	Percentage
Male	16	53
Female	14	47
Total	30	100.

The above table portrays that little less than (53%) half of the respondents are male and the remaining little more than half of the respondents (47%) are female.

From the above table it can be inferred that most of the organizations have equal mixture of both male and female.

Table 3: Respondents by their Educational Qualification.

Education background makes an individual capable to perform tasks at certain levels. It basically reflects the scholastic level of the individual

Educational Qualification	Frequency	Percentage
Under Graduation	8	27
Post Graduation	22	73
Total	30	100

From the above table it is clear that majority of the respondents (73%) are from post graduation background and little less than one third of the respondents (27%) are from UG background.

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From the above table it is clear that higher education plays a major role in the professional field like HR.

Table-4: Respondents by their professional Experience

Experience refers to the practice in doing something and knowledge and skills gained by these yrs of exp. For the purpose of the study exp have been measured in completed yrs of service in the current org.

Professional Experience	Frequency	Percentage
Below 10 Years	17	57
Above 10.1 Years	13	43
Total	30	100

The above table portrays that vast half of the respondents (57%) are with below 10 years of experience and the remaining little less than half of the respondents (43%) have above 10.1 years of experience.

From the above table it can be inferred that most of the respondents belong to middle level management.

Table 5: Respondents by Annual Income.

Annual Income	Frequency	Percent
Below to 2,50,000	1	3
2,50,000 to 3,50,000	6	20
Above 3,50,000	20	67
Not Disclosed	3	10
Total	30	100

From the above it is clear that vast majority of the respondents (67%) earn above below Rs 3,50,000 and 10 % of the respondents are not willing to disclose the salary.

This table can be significantly utilized to find the relationship between the amount of salary earned and EI level.

Table 6: Awareness on emotions

Self-Awareness is observing yourself and recognizing your feelings, building a vocabulary for feelings, knowing the relationship between thoughts, feelings, and reactions. This is a good sign because it is important to be aware of ones emotions, before being able to deal with or handle them.

Level of self awareness	Frequency	Percentage
ALWAYS	17	57
SOMETIMES	13	43
Total	30	100

The above table portrays that more than half of the respondents (57%) have high level of self awareness and little less half (43%) of the respondents have low level of self awareness.

From the above table it is evident that most of the respondents are able to identify their own emotions, feelings and they are aware about themselves.

Table 7: Thinking and Managing Emotions

Managing Emotions plays a vital part in both human beings personal and professional life. Managing Emotions is monitoring self-talk to catch negative messages such as internal put downs; Realizing what is behind a feeling, finding the ways to handle fears and anxieties, anger and sadness.

Level of Managing Emotions	Frequency	Percentage
ALWAYS	3	10
NEVER	1	3
SELDOM	3	10
SOMETIMES	23	77
Total	30	100

The above table portrays that more than three fifth of the respondents (77%) can manage their emotions very successfully and little less than two fifth of the respondents (23%) are unable to manage their emotions successfully. From the above table it is evident that majority of the respondents are able to manage their Emotions successfully.

Table 8: Managing disruptive emotions

Channeling emotions in the service of a goal; emotional self control; delaying gratification and stifling impulses.

Level of Self motivation	Frequency	Percentage
ALWAYS	7	23
SELDOM	6	20
SOMETIMES	17	57
Total	30	100

The above table portrays that majority of the respondents (57%) have high level of self- motivation whereas less than half of the respondents (43%) have low level of self-motivation. So it can be inferred that high level of Self-motivation exists among most of the respondents.

Table 9: Interpersonal Relationship

Interpersonal relations are social associations, linkings, or affiliations between 2 or additional folks. They vary in divergent levels of familiarity and distributing, inferring the invention or institution of footing, and should be focused around something(s) shared the same . The study of relationships is of worry to social science, science and social science.

Level of Inter Personal Relationship	Frequency	Percentage
ALWAYS	4	13
SELDOM	4	13
SOMETIMES	22	74
Total	30	100

The above table portrays that vast majority of the respondents (74%) have good inter personal relationships and only fourth of the respondents (26%) have unhealthy inter personal relationships. From the above table it is evident that most of the respondents have good interpersonal relationships in the society and at the work place.

Table 10: Respondents by their adaptability

Examining our actions and knowing their consequences; knowing if thought or feeling is ruling a decision; applying right strategies to the issues is both personal and professional life.

Level of Problem Solving	Frequency	Percentage
ALWAYS	16	53
SELDOM	1	3
SOMETIMES	13	44
Total	30	100

The above table portrays that majority of the respondents (71.7%) are highly capable of solving problems and little less than one third of the respondents (28.3%) are not capable of solving problems. From the above table it is clear that most of the respondents are highly capable of solving problems by adopting right strategies.

FINDINGS, SUGGESTIONS AND CONCLUSION

○ **Personal Details**

- Majority of the respondents are youngsters because majority of them belong to below 25 age group with equal distribution of both the sex.
- Nearly half of the respondents are qualified professionals with post graduation.
- Since majority of the people belong to below 25 years of age group most of the respondents have only below 5 years of experience, And also earn only below Rs 2,50,000

○ **Self-Awareness**

- Majority of the people can recognize their own feelings and Emotions
- Almost equal number of respondents from both the sex have high self-awareness level. There is no any statistical significance between the sex and Emotional Intelligence.
- Nearly half of the respondents with PG qualification have high level of self- awareness but small level of self-awareness also highly existed among the respondents with PG qualification. So there is not any statistical significance between educational qualification and Emotional Intelligence.
- Nearly half of the respondents with below 5 years of experience and with the income of Below 2,50,000

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had high level of self awareness. But low level of self awareness also existed highly among the respondents with below 5 years of experience and with the income of below 2,50,000. There is statistical insignificance between years of experience, income and Emotional Intelligence.

o **Managing Emotions**

- Three fifth of the respondents can manage and control their emotions successfully. Nearly equal no of respondents who belong to below age group of 25 can manage their emotions successfully, but low level controlling emotions also exists among below 25 age group. There is no statistical significance between age and managing emotions
- Almost equal no of male and feminine respondents are to manage their feelings however compared to male, feminine respondents weren't ready to manage and administrate their emotions. Statistical significance doesn't exist among sex and dominant emotions.
- Less than half of the respondents with PG background can manage their emotions successfully, but nearly two fifth of the respondents with PG background are also not able to manage their emotions. This shows that there is no statistical significance between Education and Emotional Intelligence. Nearly two fifth of the respondents with below 5 years of experience can manage their emotions successfully, but nearly one third of the respondents with below 5 years of experience are not able to control and manage their emotions.

o **Self- Motivation**

- Common of the respondents have high level of self-motivation.
- Partial of the respondents who belong to the age group of below 25 have high level of self motivation and little level of self-motivation highly exists among above 25 age group. There is statistical significance between self motivation and age
- Nearly two fifth of the female respondents have high level of self-motivation when compared to male respondents. There is no statistical significance between the sex and self-motivation.
- Both high and low level of self motivation highly exists among professionals with a PG background. Statistical significance exists among education and self- motivation.
- Almost half of the respondents with below 5 years of experience have high level of self motivation. Both the high and low level of self motivation highly exists among the respondents who earn below 2,50,000. There is no statistical significance between income , experience and self-motivation.

o **Interpersonal Relationship**

- Vast majority of the respondents have good Interpersonal Relationship.
- Almost half of the respondents who belong to below 25 age group have good Inter personal relationship when compared to who belong to above 25 age group. Almost equal no of male and female respondents have good interpersonal skills. So both the age and sex has no statistical relationship between age, sex and interpersonal relationship.
- Majority of the respondents with Post Graduation as their Educational background have good interpersonal skills when compared to those with UG as their Educational background. Educational Qualification and Inter personal relationship has statistical significance.
- Majority of the respondents taking less than 5 years of qualified knowledge have good inter personal skills, than compared to those having more than 5 years of particular skill. There is no Relationship between the two components.
- Most of the respondents who earn below Rs 2,50,000 have good interpersonal skills when compared to those who earn above 2,50,000

o **Problem Solving:**

- Majority of the respondents are highly capable of solving problems by adopting right strategies.
- Two fifth of the people who belong to below 25 peer group are capable of solving problems when compared to those who belong to above 25 age group. Almost equal no of male and female respondents are capable of solving their problems successfully.
- Statistical significance does not exist among age, sex and problem solving component.

- Both high and low capability of problem solving highly exists among the respondents belonging to post graduation. There is no statistical relationship between educational qualification and problem solving capability.
- Nearly half of the respondents with below 5 years of experience can solve their problem successfully whereas low level of problem solving capability also exists among the respondents who have below 5 years of professional experience. So it can be inferred that experience does not have any relationship with problem solving capability.

CONCLUSION:

The virtuous news is that Emotional Intelligence can be educated. Independently, we can add these assistances to our tool kit for endurance at a time when “job stability” seems like a quaint oxymoron. For professional of all kinds, the fact that Emotional capabilities can be assessed and improved advises another area in which performance and so competitiveness can be upgraded.

At separate level, Emotional Intelligence can be recognized, measured, and upgraded. At the collection level, it means fine tuning the inter personal subtleties that makes a group smarter, At the organizational level, it means revising the value hierarchy to make Emotional Intelligence a priority in the concrete terms of hiring, training and development, performance evaluation and promotions. But aside from the Emotional Intelligence of the businesses we work for, having those competencies gives every folks a manner to live on with our humanity and sanity intact, irrespective of in which we work. And as effort changes, those human capacities can assist us now, no longer simply compete, however additionally nurture the potential for pleasure, even joy, in our work.

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