

## **The Impact of Individual's Emotional Intelligence on His/Her Job Performance: An Empirical Study in Indian Context**

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**Abstract:** Emotional Intelligence (EI) has received a substantial amount of attention in the Organizational Behavior, Human Resources and Management (OBHRM) literature in recent years from those who champion its use and others who are wary of its validity. This study attempts to investigate the relationship between emotional intelligence and job performance of managers in India and find whether there is an impact of EI on one's job performance. Managers from various industries were selected as the subject of this study, involving 200 respondents. The self-report emotional scale developed by Krishnaveni and Ranganath known as Deepa Krishnaveni Emotional Intelligence Test (DKEIT) has been adopted as the measurement for the level of EI among the employees. All the items in the dependent and independent variables were tested through reliability test to ensure the reliability of the scale. The findings of the study suggested that there is a significant relationship between emotional intelligence and job performance.

**Key words:** Emotional intelligence, job performance, managers, middle management, indian context, relationship

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### **INTRODUCTION**

Failure in developing EI amongst the employees can lead to negative influence towards task accomplishment, which increases the risk of growth and success of the individual and the organization (Suliman and Al-Shaikh, 2007). EI contributed towards job performance by allowing the individuals to assess their emotions which can help them to manage, stress, it further ensures excellent performance even under pressure situations by adapting to change (Lopes *et al.*, 2006). In the service sector also, emotional intelligence is considered an imperative ability (O'Boyle *et al.*, 2010). Also, Shih and Susanto (2010) suggested that employees who properly managed EI, use their emotions intelligently, especially in selecting appropriate management style to enhance job performance.

#### **Literature review**

##### **Emotional Intelligence (EI):**

Emotional intelligence has become an attractive topic for research and discussion among academicians and researchers for many years (Lopes *et al.*, 2006). Salovey and Mayer (1990) defined emotional intelligence as part of social intelligence that consists of the ability to observe own and other emotions being able to differentiate amongst these types of emotions and

use the information received about the emotions as guidance to think and react. Goleman (1998) on the other hand as cited by Poon (2002) indicated emotional intelligence as the capability to recognise one's own and feelings of others to motivate oneself and appropriately manage the emotions in a relationship. As cited by Mayer *et al.* (1999), Mayer and Salovey (1997a, b) developed the ability based model of emotional intelligence which consisted of four major areas, reflectively regulating emotions, understanding emotions, assimilating emotions in thought, perceiving and expressing emotions. Caruso *et al.* (2002) had introduced the Multifactor Emotional Intelligence Scale (MEIS) to measure the features and designs of emotions, developing and analysing the use of emotions, define the ambiguous terms of emotions and choose the most favourable strategy of emotional decision-making. MEIS has evolved to MSCEIT Research Version 1.1 and MSCEIT research version 2.0 (Mayer *et al.*, 2003). In 2000, Goleman (2001) proposed a competency-based model of emotional intelligence consisting of four major clusters which are: self-awareness, self-management, social awareness and relationship management. Emotional Competency Inventory (ECI) was designed to assess the emotional competencies of individuals and organisations. The current version of the ECI is ECI Ver. 2.0 which measures eighteen different competencies divided into four clusters,

self-awareness, self-management, social awareness and social skills (Relationship Management) (Sala, 2002). Bar-On Model of Emotional Social Intelligence (ESI), a cross-section of corresponding emotional and social competencies, skills and facilitators that determine how effective one understands others to cope with daily demands. EQ-i (Emotional Quotient inventory) was developed by Bar-On (2004, 2006) to measure emotional and social intelligence of behaviour. On the other hand, Wong and Law (2002) had developed Wong and Law Emotional Intelligence Scale (WLEIS) which was based on the model designed by Mayer and Salovey (1997). Their scale consists of four different dimensions which are, Self-Emotional Appraisal (SEA); Other's Emotional Appraisal (OEA); Regulation Of Emotion (ROE) and Use of Emotion (UOE).

**Job performance:** Job performance is an important construct in organizational practice and research because it acts as the main component in most of the personnel decisions such as merit-based compensation, promotion and retention of employees (Scullen *et al.*, 2000).

**Emotional Intelligence (EI) and job performance:** Development of the performance of employees is an important concern for employees, employers and the society as a whole (Kumari *et al.*, 2015). Higgs (2004) discovered strong linkages between emotional intelligence and performance. In another study, emotional intelligence is related to job performance and self-management cluster, it showed the most substantial relationship with job performance, it was also directly related to performance in a work environment (Nel and Villiers, 2004). However, Gryn (2010) suggested that there is no statistically significant relationship between overall emotional intelligence and job performance. Shahu (2010) suggested poor score in emotional intelligence leads to reduced job satisfaction and ultimately results in a bad performance. The relationship between emotional intelligence and job performance seemed to be logical because of the increasing trend of employers taking into account emotional intelligence of the applicants during their recruitment and selection and also in the employee development programs (Chaudhry and Usman, 2011). Author stated that employees with high EI tend to use their emotions to build relationships in their workplace which further leads to better job performance.

**Conceptual framework:** Based on the literature reviewed, the study adopted a conceptual framework as indicated in Table 1.

Table 1: A conceptual framework is illustrating the relationship between emotional intelligence and job performance

Independent variables	Dependent variables
Emotional intelligence	Job performance
Emotional perception	Accuracy
Emotional appraisal	Competence
Emotional regulation	Punctuality
	Teamwork

Based on the review of previous literature, the following null hypotheses are developed:

- H<sub>1</sub>: there is no significant relationship between emotional perception and job performance
- H<sub>2</sub>: there is no significant relationship between emotional Appraisal and job performance
- H<sub>3</sub>: there is no significant relationship between emotional regulation and job performance
- H<sub>4</sub>: there is no significant relationship between emotional intelligence and job performance

## MATERIALS AND METHODS

The current study examined the relationships between emotional intelligence and job performance of managers from diverse industries.

**Participants and procedure:** The respondents were middle management employee's, i.e., assistant managers, managers, senior managers, team leaders, etc. from various organisations of different sectors throughout India. The sampling technique applied was disproportionate stratified random sampling. Questionnaires were given to 250 respondents out of which 218 were received and a sample of 200 was finally selected.

**Measures:** The self-report emotional scale developed by Ranganath (2011) known as Deepa Krishnaveni Emotional Intelligence Test (DKEIT) has been adapted as a tool for measurement of EI among the employees. It consists of 18 items that reflect adaptive tendency toward emotional intelligence. Each item in the questionnaire described a work-related behaviour. The higher the score, the greater the tendency an individual possessed to exhibit emotionally intelligent behavior. DKEIT is divided into three constituents of EI namely perception, appraisal and regulation. These components are defined below.

Emotional perception is the ability of an individual to interpret the various emotional stimuli which are a result of the different entities of his/her environment and organise them for further processing.

Emotional appraisal is defined as the ability of an individual to understand the emotional information supplied by the perception process and further evaluate it cognitively, concerning his/her environment, so as to decide the appropriate responses to the stimuli.

Emotional regulation is said to be the ability of an individual to regulate the response fed by the appraisal mechanism in agreement with the person/object/situation to elicit further positive outcomes.

In addition to the DKEIT, Job Performance Inventory (JPI) was used to measure the performance of the employees. The researchers formulated this tool to measure the overall job performance of the employees. In this inventory, 14 items were used to assess the job performance of the employee wherein the immediate supervisor or manager assessed these behaviors on a 5-point scale ranging from 2 (always) to -2 (never). The higher score shows that the employee is a good performer. JPI is divided into four constituents namely accuracy, competence, punctuality and teamwork, the scores of these four components precisely predict an individual's job performance.

**Accuracy:** Accuracy is freedom from error and closeness to truth resulting from the exercise of pains taking care or due diligence.

**Competence:** A cluster of related abilities, commitments, knowledge and skills that enable a person to act effectively in a job or situation.

**Punctuality:** Punctuality is the characteristic of being able to complete a required task or fulfil an obligation before or at a previously designated time.

**Team work:** The process of working collaboratively with a group of people achieve a goal is teamwork. It is often a crucial part of business as it is necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.

## RESULTS AND DISCUSSION

**Reliability analysis:** The reliability of emotional intelligence and job performance was calculated with the help of reliability scale and the values of Cronbach's alpha for emotional intelligence 0.741 and is shown in Table 2. The Cronbach's alpha value for job performance is given in Table 3 which is 0.841. Both the values are acceptable values suggested for research.

Table 2: Cronbach's alpha for emotional intelligence

Cronbach's alpha	No. of items
0.741	18

Table 3: Cronbach's alpha for job performance

Cronbach's alpha	No. of items
0.841	14

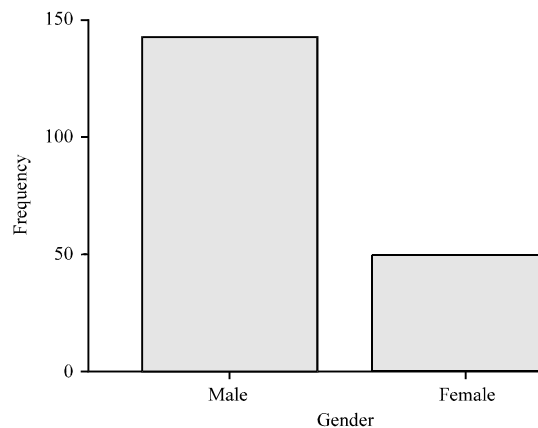


Fig. 1: Frequencies for gender

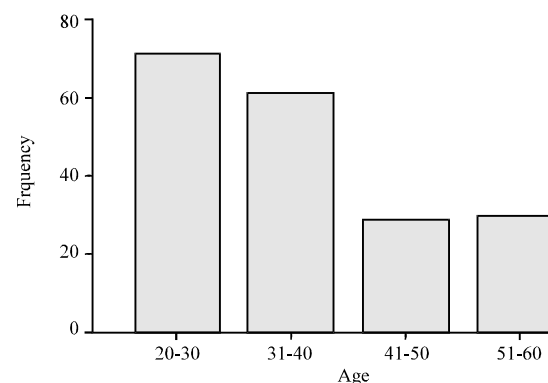


Fig. 2: Frequencies for age

**Demographic profile of respondents:** Female represented 52 or 26% and male represented 148 or 74% of the respondents. 75 or 37.5% of the respondents were aged between 20-30 years old, 64 or 32% were between 31-40, 30 or 15% between 41-50 and 31 or 15.5% were above the age of 51. Frequencies for gender and age are shown in Fig. 1 and 2, respectively.

**Descriptive statistics:** Descriptive statistics are presented in Table 4. This table reports means and standard deviations of variables.

**Correlation analysis:** Pearson correlation coefficients between the variable pairs are reported.

Table 4: Descriptive statistics

Variables	N	Range	Minimum	Maximum	Mean	SD
Perception	200	16.00	4.00	20.00	14.7600	4.40400
Appraisal	200	12.00	8.00	20.00	17.3900	2.54200
Regulation	200	35.00	25.00	60.00	50.1500	8.25800
EI	200	52.00	48.00	100.00	82.3000	11.00500
Accuracy	200	16.00	-6.00	10.00	5.0500	3.37557
Competency	200	17.00	-7.00	10.00	5.5800	3.14213
Punctuality	200	9.00	-3.00	6.00	3.4150	2.07468
Team work	200	18.00	-10.00	8.00	3.9400	3.02691
Job performance	200	50.00	-16.00	34.00	17.9800	10.61900

Table 5: Correlation between emotional perception and job performance

Parameters	Accuracy	Competency	Punctuality	Team work	Job performance
<b>Perception</b>					
Pearson correlation	0.544**	0.533**	0.500**	0.503**	0.572**
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000
<b>Accuracy</b>					
Pearson correlation	1.000	0.843**	0.782**	0.830**	0.957**
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000
<b>Competency</b>					
Pearson correlation	0.843**	1.000	0.664**	0.807**	0.924**
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000
<b>Punctuality</b>					
Pearson correlation	0.782**	0.664**	1.000	0.655**	0.827**
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000
<b>Team work</b>					
Pearson correlation	0.830**	0.807**	0.655**	1.000	0.916**
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000
<b>Job performance</b>					
Pearson correlation	0.957**	0.924**	0.827**	0.916**	1.000
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000

\*\*Correlation is significant at the 0.01 level (2-tailed)

- $H_{01}$ : there is no significant relationship between emotional perception and job performance

Table 5 shows the correlation between the first dimension of emotional intelligence, i.e., perception and job performance. The positive correlation coefficient indicated that high level of emotional perception is associated with high level of job performance. The results suggest that emotional perception of an individual is positively correlated with accuracy of his research his competence, punctuality and teamwork. These results show that emotional perception has a positive impact on job performance therefore, we reject the null  $H_1$  and support the alternate hypothesis:

- $H_{02}$ : there is no significant relationship between emotional appraisal and job performance

The correlation between the second dimension of emotional intelligence, i.e., emotional appraisal and job performance is shown in Table 6. The correlation coefficient indicates that emotional appraisal is positively

correlated with accuracy, competence, punctuality, teamwork and overall job performance. There is a strong, positive relationship between emotional appraisal and all variables of job performance which leads to rejecting the null  $H_2$  and accepting the alternate hypothesis:

- $H_{03}$ : there is no significant relationship between emotional regulation and job performance

Table 7 shows the correlation analysis of the third dimension of emotional intelligence, i.e., emotional regulation and job performance. The results indicate a strong and positive relationship between an individual's emotional regulation and his accuracy of work his competence his punctuality and also his team work. The results also suggest that emotional regulation of an individual is positively correlated with his job performance therefore, we reject the null  $H_3$  and support the alternate hypothesis:

- $H_{04}$ : there is no significant relationship between emotional Intelligence and job performance

Table 6: Correlation between emotional appraisal and job performance

Parameters	Appraisal	Accuracy	Competency	Punctuality	Team work	Job performance
<b>Appraisal</b>						
Pearson correlation	1.000	0.407**	0.403**	0.380**	0.462**	0.454**
Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Accuracy</b>						
Pearson correlation	0.407**	1.000	0.843**	0.782**	0.830**	0.957**
Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Competency</b>						
Pearson correlation	0.403**	0.843**	1.000	0.664**	0.807**	0.924**
Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Punctuality</b>						
Pearson correlation	0.380**	0.782**	0.664**	1.000	0.655**	0.827**
Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Team work</b>						
Pearson correlation	0.462**	0.830**	0.807**	0.655**	1.000	0.916**
Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Job performance</b>						
Pearson correlation	0.454**	0.957**	0.924**	0.827**	0.916**	1.000
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
N	200.000	200.000	200.000	200.000	200.000	200.000

Table 7: Correlation between emotional regulation and job performance

Parameters	Regulation	Accuracy	Competency	Punctuality	Team work	Job performance
<b>Regulation</b>						
Pearson correlation	1.000	0.803**	0.799**	0.684**	0.746**	0.838**
Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Accuracy</b>						
Pearson correlation	0.803**	1.000	0.843**	0.782**	0.830**	0.957**
Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Competency</b>						
Pearson correlation	0.799**	0.843**	1.000	0.664**	0.807**	0.924**
Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Punctuality</b>						
Pearson correlation	0.684**	0.782**	0.664**	1.000	0.655**	0.827**
Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Team work</b>						
Pearson correlation	0.746**	0.830**	0.807**	0.655**	1.000	0.916**
Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Job performance</b>						
Pearson correlation	0.838**	0.957**	0.924**	0.827**	0.916**	1.000
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
N	200.000	200.000	200.000	200.000	200.000	200.000

\*\*Correlation is significant at the 0.01 level (2-tailed)

The correlation between emotional intelligence and job performance is shown in Table 8. The correlation coefficient suggests that emotional intelligence of an individual is firmly and positively correlated with his accuracy, competence, punctuality, teamwork and overall job performance. Therefore, we can say that there is a relationship between emotional intelligence and all variables of job performance which leads to rejecting the null  $H_4$  and accepting the alternate hypothesis.

**Regression analysis:** To assess the power of relationship between emotional intelligence and job performance, a linear regression analysis was conducted which revealed a statistically significant positive relationship between managers EI and their job performance:

- $H_{01}$ : there is no significant relationship between emotional perception and job performance

Table 8: Correlation between emotional intelligence and job performance

Parameters	EI	Accuracy	Competency	Punctuality	Team work	Job performance
<b>EI</b>						
Pearson correlation	1.000	0.914**	0.906**	0.801**	0.868**	0.963**
Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Accuracy</b>						
Pearson correlation	0.914**	1.000	0.843**	0.782**	0.830**	0.957**
Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Competency</b>						
Pearson correlation	0.906**	0.843**	1.000	0.664**	0.807**	0.924**
Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Punctuality</b>						
Pearson correlation	0.801**	0.782**	0.664**	1.000	0.655**	0.827**
Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Team Work</b>						
Pearson correlation	0.868**	0.830**	0.807**	0.655**	1.000	0.916**
Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.000
N	200.000	200.000	200.000	200.000	200.000	200.000
<b>Job Performance</b>						
Pearson correlation	0.963**	0.957**	0.924**	0.827**	0.916**	1.000
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
N	200.000	200.000	200.000	200.000	200.000	200.000

\*\*Correlation is significant at the 0.01 level (2-tailed)

Table 9: Emotional perception and job performance model summary

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	SE of the estimate
1	0.572 <sup>a</sup>	0.327	0.324	8.733

<sup>a</sup>Predictors: constant, perception

Table 10: Emotional appraisal and job performance model summary

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	SE of the estimate
2	0.454 <sup>a</sup>	0.206	0.202	9.483

<sup>a</sup>Predictors: constant, appraisal

Table 9 shows the relationship between the first dimension of emotional intelligence, i.e., perception and job performance. The R<sup>2</sup> value of 0.327 indicates that emotional perception and Job performance have a strong relationship. These results suggest that emotional perception predicts 32.7% of variation in manager's job performance; therefore, we reject the null H<sub>1</sub> and support the alternate hypothesis:

- H<sub>02</sub>: there is no significant relationship between emotional appraisal and job performance

Table 10 shows the relationship between the second dimension of emotional intelligence, i.e., appraisal and job performance. The R<sup>2</sup> value of 0.206 indicates that emotional appraisal and job performance have a positive relationship whereby emotional perception predicts 20.6% of variation in manager's job performance. This variance may not be very strong but is acceptable therefore, we reject the null H<sub>1</sub> and support the alternate hypothesis:

- H<sub>03</sub>: there is no significant relationship between emotional regulation and job performance

Table 11: Emotional regulation and job performance model summary

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	SE of the estimate
3	0.838 <sup>a</sup>	0.702	0.701	5.811

<sup>a</sup>Predictors: (constant), regulation

Table 12: Emotional intelligence and job performance model summary

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	SE of the estimate
4	0.963 <sup>a</sup>	0.927	0.926	2.886

<sup>a</sup>Predictors: (constant), EI

The model for relationship between the third dimension of Emotional Intelligence, i.e., emotional appraisal and job performance is shown in Table 11. The R<sup>2</sup> indicates that emotional appraisal predicts 70.1 % variance in managers Job Performance. There is a strong and positive relationship between emotional appraisal job performance which leads to rejecting the null hypothesis 3 and accepting the alternate hypothesis.

- H<sub>04</sub>: there is no significant relationship between emotional Intelligence and job performance

The model for relationship between emotional intelligence and job performance is shown in Table 12. The R<sup>2</sup> value is 0.927 which indicates that emotional intelligence predicts 92.7% variance in managers job performance thereby suggesting a strong role of emotional intelligence in an employee's job performance. Which leads to rejecting the null H<sub>4</sub> and accepting the alternate hypothesis.

The huge promotion of emotional development in the corporate sector suggests that the ability to regulate emotions is associated with positive workplace

performance which means EI is an essential tool to have a significant impact on both employee's job performance and overall organizational performance (Dhani *et al.*, 2016). The researchers argue that EI is a significant predictor of job performance (Mahdinezhad *et al.*, 2013). Recent empirical studies have suggested that EI is one of the best-known predictors of job performance (Joseph and Newman, 2010) and some claim a surprisingly strong relationship whereas others suggest emotional intelligence accounts for 20% of the variance in job performance. Research further suggests EI can strongly predict job performance beyond cognitive ability and personality traits. Emotional intelligence is also said to be positively related to organizational citizenship behavior, so while hiring, employers may consider candidates with high emotional intelligence that can benefit the organization with their high performance (Pramanik and Chatterjee, 2015). Significant relationship was found between EI and performance, mostly all the dimensions of the EI and performance correlated with each other except a few, the dimensions of performance mostly regressed significantly with EI (Jothimurugan and Pandi, 2016).

We assessed the emotional intelligence of middle-level management and administrative employees their job performance was measured through supervisor ratings on a job performance inventory to avoid any biases. In line with theoretical predictions, emotional intelligence was related to various indicators of work performance including accuracy of work, employee's competence, punctuality and teamwork. Although, our primary analyses focused on total emotional intelligence, we found that all 3 dimensions of emotional intelligence, i.e., emotional perception, emotional appraisal and emotional regulation were correlated positively with job performance. The result of this study is coherent with the results of many studies (Wong and Law, 2002; Skinner and Spurgeon, 2005; Sy *et al.*, 2006). Our findings are an extension of past research that suggested associations between self-report measures of emotional intelligence and job performance (Law *et al.*, 2004) and also between ability measures of emotional intelligence and the quality of work (Lopes *et al.*, 2004). Employees who have a high degree of emotional intelligence are better at perceiving, appraising and regulating their emotions and as a result of this they are more confident about themselves and the work they do which help them understand their duties and hence they perform better (Rozell *et al.*, 2002, 2004). Moreover, the employees with high level of emotional intelligence are more responsible towards their work, abilities and limitations. Nonetheless, our results provide evidence that emotional intelligence, measured as a set of abilities is associated with important positive work outcomes.

## CONCLUSION

Emotional Intelligence (EI) has been claimed essential for the performance of leaders and workers in organizations (Sehrawat and Tanu, 2014). The primary purpose of this research was to explore the impact of emotional intelligence on job performance. The outcomes of the research describe an important and significant relationship between emotional intelligence and job performance thus workers with a higher level of emotional intelligence have the ability to perceive their emotions and emotions of others they can appraise these emotions and further regulate them to get a positive and desired outcome. Since, they are more adaptive to evaluate and regulate their emotions, feelings, sentiments and have full knowledge about their activities and outcomes which influence their performance (Suliman and Al-Shaikh, 2007). Research indicates that workers who have a high degree of emotional intelligence can perform better (Yang and Chang, 2008). As Goleman (1995) stated that the EI is going to become worthy at workplaces in future. It is the primary concern for most of the organizations now a days, to hire the most talented, knowledgeable and loyal employee. The end results of this research elucidated that emotionally intelligent employees show a high degree of efficiency, effectiveness and commitment to their workplace (Williams and Anderson, 1991). The emotionally intelligent employees are the most critical assets of a firm and it is assumed that hiring the workers with high emotional intelligence may become a competitive edge for the organizations (Vakola and Nikolaou, 2005). Especially, in service sector organizations, the emotionally intelligent workers maintain an emotional attachment to their workplace and perform well regarding better relations with internal customers and better services towards external customers (Tischler *et al.*, 2002).

## LIMITATIONS

Like every empirical research based on survey techniques, the present study is not void of limitations. The present study is limited by its small sample size, having larger sample sizes would have strengthened the impact of the study's results. Another limitation of this study was the homogeneity of the sample population. We recommend further research be done using a sample with greater diversity regarding gender, race and education. The surveying of the population in itself is subject to criticism. The survey is based on self-reported information that is further exposed to response bias and the study lacks the methods of controlling this so we suggest that

caution should be exercised in generalizing the result. A short period and lack of resources might have served as the limitations of this study. Also, the results of this study are bound by the context of the research; we also recommend that future research endeavors are focused on this aspect and replication of this study in different work settings especially cross-cultural and cross-industry will further improve the study results within different perspectives. Furthermore, the study is concentrated on middle managers this raises some questions that are worthy of further research. What role do the leaders or management of the organization have to play in developing the notion of emotional intelligence and how might this affect the performance of the organization. The research approach adopted in this study will identify both the critical emotional drivers and the “stars” in the organization who are delivering outstanding performance. The results showed that there is a positive and significant impact of emotional intelligence on job performance and it provided some useful insights into the role of emotional intelligence in performance.

#### **IMPLICATIONS**

Emotional intelligence is hypothesized to influence the success with which employees interact with their colleagues, the strategies they use to manage conflict, stress and overall job performance (Lopes *et al.*, 2006). Preliminary findings suggest that emotional intelligence positively contributes to several aspects of workplace performance. In a health insurance company, analysts and clerical employees from the finance department with higher EI scores received greater merit pay increases and had higher company rank than employees with lower EI scores. Employees with higher emotional intelligence also received better peer and/or supervisor ratings of interpersonal facilitation, stress tolerance and leadership potential than those with lower emotional intelligence (Lopes *et al.*, 2006). Similarly, among middle and high school teachers, EI scores were associated positively with job satisfaction and negatively with burnout. These associations were mediated by teacher reports of experiencing positive emotions in school and their perceived support from their school principal. Emotional intelligence has been associated with the extent to which managers conduct themselves in ways that are supportive of the goals of the organisation, according to the ratings of their supervisors. EI scores for 38 manufacturing supervisor’s managerial performance correlated positively with managerial performance ratings by nearly 1,300 employees. EI scores of senior executives predicted leadership effectiveness as rated by managers. With few

exceptions, most of the associations in the above studies remained statistically significant after controlling for age, gender, education, verbal ability and personality traits. More thorough discussions on the role of emotional intelligence in the workplace including both job performance and leadership, can be found in many other studies (O’Boyle *et al.*, 2011).

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