

A STUDY ON THE MEDIATING ROLE OF EMOTIONAL INTELLIGENCE IN EMPLOYEE PERFORMANCE.

K.SARANYA and M. FATIMA LUCIA SHEEBA

Department of Human Resource Management, St. Mary's College(Autonomous), Thoothukudi
Affiliated to ManonmaniamSundaranar University, Tirunelveli, Tamilnadu, India.

ABSTRACT:

This study helps to know the importance and also the role emotional intelligence in enhancing the individual and groups 'performance and thereby up structure effectiveness. The study additionally helps to spot however appraisal, expression, recognition, regulation and use of emotions facilitate performance. Although the skilled success of a worker in a corporation is also taken as an integrated impact of his or her psychological feature and emotional intelligences, its eighty proportion of contribution is from the emotional part and twenty percentages is from the psychological (cognitive) feature a part of the complete intelligence of a worker. Hence, within the method of performance analysis, emotional intelligence plays a well manifested role. Psychological feature intelligence of a personal could facilitate him to induce entered into a corporation, whereas, emotional intelligence is useful to make sure him to sustain therein workplace with all progressive measures. On average, workers possessing an exceptional degree of emotional intelligence are placed during a distinguished grade. This analysis tries to investigates the link between the size of Emotional Intelligence and also the job performance of the respondents and thereby to cross check whether or not the previous influences the latter during a positive sense or not. This study aims at serving to workplaces build simpler policies with reference to Emotional Intelligence. It additionally helps the workplaces introduce Emotional Intelligence biological process programs and encourages sharing of best practices across workplaces.

Key words: Employee performance, Self- awareness, Self- regulation, Self- motivation, Social skills, Social awareness

INTRODUCTION:

Emotional intelligence refers to the ability to recognize, understand, manage, and effectively express one's own emotions, as well as to recognize, understand, and influence the emotions of others. It involves being aware of and regulating one's own emotions, empathizing with others, and handling interpersonal relationships with sensitivity and understanding. In the workplace, employees with high emotional intelligence are valued for their ability to navigate complex social dynamics, communicate effectively, and collaborate with diverse teams. Leaders with strong emotional intelligence can inspire loyalty, foster innovation, and drive workplace growth.

COMPONENTS OF EMOTIONAL INTELLIGENCE:

SELF-AWARENESS:

When we are self-aware, we know our strengths and weaknesses, as well as how we react to situations and people. This information can help us to set boundaries and manage our ourselves well, we can be more effective communicators since we are able to better understand the other person and what they might be looking for in a conversation.

SELF-MANAGEMENT:

Self-management is the process of taking charge of one's life and making decisions that affect one self. It is about being proactive and responsible for one's own well-being. Self-management involves setting goals, taking action to achieve those goals, and monitoring progress along the way. It also means being flexible and adaptable, adjusting plans as needed to reach one's goals.

SELF-REGULATION:

Because they are self-aware, emotionally intelligent people can regulate their emotions and keep them in check as necessary.

MOTIVATION:

People with high emotional intelligence tend to be highly motivated as well, which makes them more resilient and optimistic. They find ways to enjoy life even during difficult times, and they're always looking for ways to improve themselves. This makes them more successful in all areas of their lives.

EMPATHY:

People with empathy and compassion are simply better at connecting with other people. They have the ability to see things from other people's perspectives, and this enables them to build relationships that are based on mutual understanding and respect. People with empathy and compassion can also easily relate to other people's emotions, which makes them better at providing support and comfort.

SOCIAL SKILLS:

The social skills of emotionally intelligent people show they genuinely care for and respect others and they get along well with them.

RELATIONSHIP MANAGEMENT:

Relationship management is the process of building and maintaining positive relationships with customers, clients, partners, and others who can help the workplace achieve its goals. Effective

relationship management can result in increased sales, improved customer loyalty, and higher levels of customer satisfaction.

STATEMENT OF THE PROBLEM:

In today's dynamic world of competitive business environment, performance of employees plays the major role in success of any organization. Though many factors impact the performance of employees, emotional intelligence has a typical effect in managing employees' emotions and interpersonal relationships in the workplace. Although it is identified, the topic remains under-explored in this time-bound sector. Hence the researcher aimed to identify the mediating role of emotional intelligence in employee performance in a logistic company.

OBJECTIVES OF THE STUDY:

The primary objective of this study:

- To measure the emotional intelligence of employee

The secondary objective includes:

- To examine the determinants of emotional intelligence of employee at workplace
- To measure the impact of emotional intelligence on employee performance
- To know the level of employee awareness towards emotional intelligence
- To explore the factors of understanding the emotional intelligence

SCOPE OF THE STUDY:

The scope of the study is to extend the employee's emotional intelligence at work place and to see why some workers are outstanding performers whereas others aren't. Emotional Intelligence requires recognizing and understanding of the problems within the workplaces on the idea of the results workplace will select a method and actions to boost the performance of their workers.

REVIEW OF LITERATURE:

Mohanty and Devi, L. (2010), revealed that good education and occupation of parents positively and significantly affects the interpersonal relationship (EI) of the adolescents. It means that parents having good occupation have adolescents having the ability in establishing and maintaining mutually satisfying relationship characterized by emotional closeness and intimacy.

Rexhepi, G., & Berisha, B. (2017) Emotional intelligence has direct association with employee performance as it helps in skill boosting in almost all types of jobs.

CONSTRUCTION OF TOOLS:

The researcher had a discussion with a group of students. Based on the discussion the researcher constructed a questionnaire. Then it was circulated to respondents, 50 samples were distributed among respondents.

SAMPLE DESIGN:

By adopting random sampling method, a sample of 50 respondents was selected from We Believe logistics Pvt Ltd. And the questionnaire was distributed to get the primary data from them.

DATA ANALYSIS AND INTERPRETATION:

Analysis of data means, studying the tabulated material in order to inherent facts or mess Larger divisions of material should be broken down into smaller units and rearranged is combinations to discover new facts, interrelation and cause effects relationship

Analysis of data is the most skilled task of all stages of research, calling for the either's own judgment and skill. It throws light on the various problem areas, enabling the hit identifies ways and means of arriving at a solution. A researcher besides the collection analysis of data has to draw inference and explain their significance.

TABLE SHOWING THE AGE CLASSIFICATION OF THE RESPONDENT

S.NO	PARTICULAR	NO.OF RESPONDENT	PERCENTAGE
1	20-30Yrs	22	44%
2	30-40Yrs	13	26%
3	40-50Yrs	10	20%
4	50Yrs above	5	10%
	Total	50	100%

INFERENCE:

Based on the provided data, the majority of respondents fall within the 20-30 age range at 44%, followed by 30-40 at 26%, with 20% in the 40-50 range, and 10% aged 50 and above. This suggests a younger demographic dominates the respondent pool.

**TABLE SHOWING THE FACTORS OF EMOTIONAL INTELLIGENCE
CLASSIFICATION OF THE RESPONDENT**

S.NO	PARTICULAR	NO.OF RESPONDENT	PERCENTAGE
1	Self awareness	21	42%
2	Social awareness	11	22%
3	Empathy	5	10%
4	Relationship management	13	26%
	Total	50	100%

INFERENCE:

Based on the responses Self-awareness is the most prominent factor among respondents at 42%, followed by relationship management at 26%. Social awareness and empathy are also significant factors, accounting for 22% and 10% respectively.

**TABLE SHOWING THE REFLECT ON YOUR EMOTIONS AND THEIR
IMPACT ON YOUR BEHAVIOUR CLASSIFICATION OF THE
RESPONDENT**

S.NO	PARTICULAR	NO.OF RESPONDENT	PERCENTAGE
1	Never	3	6%
2	Rarely	17	34%
3	Sometimes	18	36%
4	Often	11	22%
5	Always	1	2%
	Total	50	100%

INFERENCE:

Based on the responses, it looks like most people understand that reflecting on their emotions affects their behavior. 36% reflect on their emotions sometimes, and 22% reflect on their emotions often. However, 34% reflect on their emotions and behavior rarely, and only 6% never do. So, it seems like a good number of people recognize the connection between emotions and behavior.

ANOVA

H0: There is no significance association between experience and below mentioned statements.

H1: Relationship between experience and work goal and targets.

H2: Relationship between experience and positive workplace relationship.

H3: Relationship between experience and relationship between emotional intelligence and employee performance.

H4: Relationship between experience and feedback and criticism.

VARIABLE	EXPERIENCE	MEAN	SD	F VALUE	P VALUE
WORK GOALS AND TARGETS	1-4Yrs	4.0435	0.63806	0.520	0.670
	4-8Yrs	4.3077	0.85485		
	8-12Yrs	4.2222	0.83333		
	above 12Yrs	4.4000	0.89443		
	Total	4.1800	0.74751		
POSSITIVE WORKPLACE RELATIONSHIP	1-4Yrs	3.5652	0.66237	1.817	0.157
	4-8Yrs	3.8462	0.80064		
	8-12Yrs	4.1111	0.60093		
	above 12Yrs	4.2000	1.09545		
	Total	3.8000	0.75593		
RELATIONSHIP	1-4Yrs	3.4783	0.94722	0.565	0.641

BETWEEN EMTIONAL INTELLIGENCE AND EMPLOEE PERFORMANCE	4-8Yrs	3.7692	1.01274		
	8-12Yrs	3.3333	1.00000		
	above 12Yrs	3.2000	1.09545		
	Total	3.5000	0.97416	0.565	0.641
THE FEEDBACK AND CRITICISM	1-4Yrs	3.1304	.75705	2.434	0.077
	4-8Yrs	3.7692	1.09193		
	8-12Yrs	2.7778	.83333		
	above 12Yrs	3.0000	1.22474		
	Total	3.2200	0.95383	2.434	0.077

INFERENCE:

The results of ANOVA test showed that $p(0.670 > 0.05)$ there was no significant difference of between the experience and work goals and targets . $p(0.157 > 0.05)$ there was no significant difference of between the experience and positive workplace relationship. $P(0.641 > 0.05)$ there was no significant difference of between the experience and emotional intelligence and employee performance. $P(0.077 > 0.05)$ there was no significant difference of and feedback and criticism.

THE TABLE SHOWING THE EI IMPROVE EMPLOYEE PERFORMANCE CLASSIFICATION OF THE RESPONDENT

H0: There is no significant association between gender and employee performance

H1: There is significant association between gender and employee performance

S.NO	PARTICULAR	GENDER	MEAN	SD	t test	p test
1	EI EMPLOYEE PERFORMANCE	Male	4.3696	0.67852	0.328	0.372
		Female	4.2500	0.95743		

$P > 0.05$ is no significant at the e.05 level (2-tailed)

P value 0.05 there is no significant and no difference between gender and employee performance.

INFERENCE:

There is no significant difference in the performance, on the employee based on their gender.

FINDINGS:

- The study reveals that 30% of the respondents had the ability not to get angry when provided with their opinion
- The study reveals that 42% of the respondents perceived self-awareness as a major factor of emotional intelligence.
- The study identified that 78% of the respondents agreed that they participated in a training workshop provided by the organization.
- The study reveals that 42% of the respondents opted recognizing and understanding one's own emotions.
- The study reveals that 14% of the respondents said that they always apply emotional intelligence skills to their daily work tasks.
- The study shows that 34% of the respondents said that providing resources for self-improvement could better support the development of emotional intelligence skills. among their employees.
- 20% of the respondents agreed that they were always empathetic towards the emotions and experiences of others.
- 34% of the respondents stated that emotional intelligence always has the potential to increase teamwork.
- 36% of the respondents confessed that they always and often reflect on their emotions. and their impact on their behavior.
- The study reveals that 78% of the respondents agreed that emotional intelligence helps to develop their leadership skills.
- The study reveals that 38% of the respondents moderately agreed that they manage their own emotions in challenging situations at work place
- The study reveals that 34% of the respondents said they take a deep breath to manage their own emotions.

SUGGESTION:

1. Because it was analyzed Emotional intelligence among the company managers and staff ought to take up initiatives for enhancing their EI by providing simpler trainings to any or all their staff, particularly their fresher.
2. The roles and responsibilities should be outlined accurately by the company for every worker of the organization, so there's a transparent objective arranged down by the company on who is in charge of what and one doesn't find yourself doing another person's work.
3. By doing this organizations won't solely facilitate win their objectives however conjointly improve their employees' Emotional Intelligence.
4. Team primarily based performance destined work atmosphere is a lot of welcome, an open, trusting and nurturing relationship between the seniors managers, managers and junior associates within the gift world within the company that is a lot of possible to achieve achieving its organizations goals.
5. It not solely helps in enhancing loyalty and satisfaction, however conjointly helps to perform higher. Hence, it's counseled that company recruit manager and staff who possess this quality of emotional intelligence Such knowingness, Self-Regulation, Self-Motivation, Social Skills and Social awareness.

CONCLUSION:

From the analysis of the data collected, the factors of Emotional intelligence such as Self-awareness, Self-regulation, Self-motivation, Social skills and Social awareness were analyzed. It was ascertained that there's a robust correlation between the Emotional Intelligence and therefore the job Performance of associate degree worker. Additionally, it's ascertained that Emotional Intelligence is a lot of in staff with a lot of job expertise than with less job expertise within the company. It is also analyzed that the Factors of Emotional Intelligence are perfectly correlated to each other and has a strong positive relationship People with high EI square measure thus easier to deal with, their additional willing to alter and adapt to new environments and are additional empathic to alternative people's causes. In associate degree structure setting high EI individual's square measure relied upon as moderators and other people are capable of fostering smart operating relationships supported understanding. They're conjointly ready to foster harmony, continuity and stability.

BOOKS REFERENCE:

- Working with Emotional intelligence. Daniel Goleman, 1998
- The EQ Edge: Emotional Intelligence and Your Success Steven J. Stein. 2000

- A Powerful Plan for Putting Emotional Intelligence to Work by Adele B. 2004

WEBSITES:

- <https://importanceofeqmelissab.weebly.com/conclusion.html>
- <https://markmanson.net/emotional-intelligence>
- <https://www.tonyrobbins.com/personal-growth/how-to-improve-emotionalintelligence/>
- <https://ivypanda.com/essays/emotional-intelligence-4/>

REFERENCE LINKS:

Importance and Role of Emotional Intelligence in Enhancing Performance:

- [Emotional Intelligence and Job

Performance](<https://www.sciencedirect.com/science/article/abs/pii/S0022103104000510>): 2.

Emotional Intelligence Components:

- [Emotional Intelligence: A Practical

Guide](<https://www.psychologytoday.com/us/basics/emotional-intelligence>).

- [The Components of Emotional

Intelligence](https://www.mindtools.com/pages/article/newLDR_45.htm):

3. Self-Awareness and Self-Management:

- [Self-Awareness and Self-Management](<https://www.verywellmind.com/self-awareness-and-self-management-2795436>)

4. Self-Regulation, Motivation, Empathy, and Social Skills:

- [Understanding Emotional Intelligence: Self-Regulation, Motivation, Empathy, and Social Skills](<https://www.forbes.com/sites/forbeshumanresourcescouncil/2020/09/30/how-emotional-intelligence-affects-success-in-the-workplace/?sh=4c8b2e6d39a2>):.

5. Relationship Management

- [Effective Relationship Management in the Workplace](<https://www.cio.com/article/240952/leadership-management-the-value-of-relationship-management.html>):

Review of Literature

6. Mohanty and Devi, L. (2010):

- **[Impact of Parental Education and Occupation on Adolescents' Emotional Intelligence](https://www.researchgate.net/publication/284778801_Impact_of_Education_and_Occupation_of_Parents_on_Interpersonal_Relationship_of_Adolescents):

7. Rexhepi, G., & Berisha, B. (2017):

- Emotional Intelligence and Its Impact on Job Performance](https://www.researchgate.net/publication/321062596_Emotional_Intelligence_and_Employee_Performance_A_Review):