

Emotional Intelligence and Work Performance: A Conceptual Study

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ABSTRACT : The construct of emotional intelligence was introduced to the academic and was put onto public by [1] and [2] after which it started gaining its importance to understand how management can use it efficiently for improving the quality of human resources in various organizations. The industries were no more, once it used to be and the necessity of Emotional Intelligence for the employees is the need of the hour. The main purpose of this paper is to study the impact of emotional intelligence on work performance. If the employees know their own emotion and are able to manage them effectively, they can work more efficiently and be more productive to the organization. Employees will also recognize and appreciate others colleagues. Emotionally intelligent people are highly satisfied from their jobs. The components of Emotional Intelligence like Self Awareness, Self Management, Relationship Management, and Social Awareness were considered to analyze the potency of Emotional intelligence of the employees. A single individual can collapse the emotion of a group and similarly the single individual can also convey how one can effectively manage one's emotions to a group of audience. The other factors that affect job performance is relations and communication between management and employees. After reviewing the literatures it has been found that Emotional intelligence is positively correlated with the work performance. A healthy relationship between management and employees also lead to increase in employee's performance and thereby leading to enhancing organization commitment. In order to improve administrative performance and practices it is necessary to develop Emotional Intelligence competencies in persons. The present paper is conceptual, analytical paper may provide more accurate results according to variables measurement. The emotional intelligence constraints are also important for organization productivity, social awareness, self-management and self-awareness. It was finally found that, it was effective personal competencies which plays a vital role in emotional intelligence, leads to job satisfaction, that lead to organizational commitment that further leads to reduction in turnover intention, thereby enhancing the value and efficiency of the human resources. The conclusions and associations of the research discussed were with reference to the previous findings.

Keywords - Emotional Intelligence; Work Performance; Job Performance; Organizational Commitment; Turnover Intention

I. INTRODUCTION

The Human being is the one that can express feelings and thoughts, which result in behaviour verbally. Emotions have effect, which can influence all of one's behaviour at each stage of his life. For long time, it is seen that within the studies concerning intelligence, emotions have not been taken into consideration. However, the impact of emotions upon intelligence and behaviour is begun to be discussed with emerge of the term emotional intelligence.

Emotional intelligence (EI) was conceptualized as a multidimensional construct, as proposed by [1], [2], and [3], According to this conceptualization, emotional intelligence consists of "abilities such as being able to motivate one and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope". Further research in this area has indicated that an emotionally intelligent person is likely to be skilled in two key areas within one's emotional competence framework, namely "personal competence" – how one manages the self; and 'social competence' - how one manages relationships. While the former essentially implies self-awareness (of internal states, preferences, resources, and inhibitions), self- regulation (of internal states, impulses and resources) and motivation (traits that facilitate accomplishing goals); the later comprises empathy (the ability to understand other's emotions, and other's talents or skills needed to influence, communicate, lead, develop others, manage conflicts, promote team work, or catalyse change), and social skills such as expertise in inculcating desirable responses in others [4] [5]. Thus, emotional intelligence is made up of a set of skills and these skills can be improved through education. Schools serve as the prime location for the promotion of emotional intelligence [6]. [1] considered school as one place, which can turn to compensate children's

deficiencies in emotional and social competence. As such schools face the challenge to teaching as well as nurturing the emotional skills of children. Personality researches have also considered intrinsic motivation as core characteristic of creative persons [7]. Family structure and school environments have been found to be relevant contributors in the development of creative potentials [8] [9]. In tune with this approach, Torrance through factor analytic studies has identified four factors of creative thinking - fluency, flexibility, originality, and elaboration that are indexed in his famous tests of creativity [10]. When Emotional Intelligence was focused from education field toward organization, its importance raised to great extends. Today, organizations are not predictable and don't have a stable structures like before. Due to high uncertainty and fast changing environment, keeping employees motivated and managing relationships in the organizations supply chain is the biggest challenge for any company nowadays. A series of studies indicated that organizations that have the brightest employees intellectually are not the most successful ones. Interpersonal skills are crucial to managers and employees success in their corporate life. Job satisfaction and high productivity of workforce directly associated with mental health and organizations interests. Alternatively job satisfaction is the main reason not only for professional people but also in their personal lives. The longer work hours under stress, affect their job satisfaction's level, their performance and organizational productivity. For key organization outcomes including job satisfaction, it proposes that Emotional intelligence is main analyst [11]. Emotional intelligence plays role in this matter by managing the employees' emotions understanding and collective skills. Self-consciousness refers to the potential of an individual to perceive his strengths, emotions, worth and capabilities. Then again a healthy company to satisfied employees is an important condition [12].

II. EMOTIONAL INTELLIGENCE

Emotional Intelligence has its source in the concept of "social intelligence", which was first identified by [13]. Thorndike defined social intelligence as "the ability to understand and manage men and women, boys and girls—to act wisely in human relations." Following [13], [14] included social intelligence as one of the seven intelligence domains in his theory of multiple intelligences. According to Gardner, social intelligence is comprised of a person's interpersonal and intrapersonal intelligences. Intrapersonal intelligence relates to one's intelligence in dealing with oneself, and is the ability to "symbolize complex and highly differentiated sets of feelings." In contrast, interpersonal intelligence relates to one's intelligence in dealing with others and is the ability to "notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions".

[2] were among the earliest to propose the name "emotional intelligence" to represent the ability of people to deal with their emotions. They defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Goleman adopted Salovey and Mayer's definition, and proposed that EI involves abilities that can be categorized as self-awareness, managing emotions, motivating oneself, empathy, and handling relationships.

[15] definition of Emotional Intelligence (EI) as a set of interrelated skills concerning "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". [2] conceptualized Emotional Intelligence as composed of four distinct dimensions:

1. Appraisal and expression of emotion in the self [SEA].
 - This relates to the individual's ability to understand their deep emotions and be able to express these emotions naturally. People who have great ability in this area will sense and acknowledge their emotions well before most people.
2. Appraisal and recognition of emotion in others [OEA].
 - This relates to peoples' ability to perceive and understand the emotions of those people around them. People who are high in this ability will be much more sensitive to the feelings and emotions of others as well as reading their minds.
3. Regulation of emotion in the self [ROE].
 - This relates to the ability of people to regulate their emotions, which will enable a more rapid recovery from psychological distress.
4. Use of emotion to facilitate performance [UOE].

This relates to the ability of individuals to make use of their emotions by directing them towards constructive activities and personal performance.

III. THE CONCEPTUAL AND THEORETICAL BASIS OF EMOTIONAL INTELLIGENCE

While there has been much theoretical discussion about, and empirical evidence of the interaction of the cognitive and noncognitive neural systems in the human brain, as well as how that affects emotions [16], [17], [18], there is no theory that specifically discusses the role of EI and how it affects work outcomes. To understand the effect of EI on organizational outcomes, we study Gross's model of emotion regulation [19], [20] and studied possible hypotheses and the propositions.

Gross defines emotions as "adaptive behavioural and physiological response tendencies that are called forth directly by evolutionarily significant situations" [20]. As emotions are response tendencies and may be modulated, they can be regulated and managed. Emotion regulation refers to "the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions" [20].

Gross' definition of emotion regulation matches our definition of Emotional Intelligence. Before people can regulate their emotions, they should have a good understanding of these emotions (Self Emotion Appraisal [SEA]). As many of our emotional responses are stimulated by the emotions of other individuals, our understanding of our own emotions is related to our ability to understand the emotions of others (Others' emotion appraisal [OEA]). Gross' emotion regulation model prescribes that one can modulate how one experiences these emotions (Regulation of emotion [ROE]) as well as how one expresses them (Use of emotion [UOE]). Therefore, according to the definitions of EI and emotional regulation, persons with high EI should be able to modulate their response tendencies effectively and have more effective emotion regulation processes. As a result, Gross' model of emotional regulation appears to be a reasonable theoretical basis for our investigation of the effects of Emotional Intelligence in the workplace.

According to [20], emotional response tendencies can be regulated either by manipulating "the input to the system" (antecedent-focused emotion regulation) or by "its output" (response-focused emotion regulation). Antecedent-focused emotion regulation is accomplished by four steps: situation selection, in which one approaches or avoids certain people or situations on the basis of their likely emotional impact; situation modification, in which one modifies an environment so as to alter its emotional impact; attention deployment, in which one turns attention toward or away from something in order to influence one's emotions; and cognitive change, in which one re-evaluates either the situation one is in or one's capacity to manage the situation so as to alter one's emotions. Similarly, response-focused emotion regulation also includes multiple steps. One may intensify, diminish, prolong, or curtail ongoing emotional experiences for specific purposes [21].

According to [21], when this model is applied to Emotional Intelligence in the organizational setting, employees will be able to modulate their perception of the work environment, where such perception affects their emotions, through antecedent-focused emotion regulation by being selective about the people they interact with, modifying the work environment, focusing on specific aspects of their work environment, or changing their evaluation of the work environment. These employees can also modulate the impact of emotional stimuli from the work environment after the fact through response-focused emotion regulation by intensifying, diminishing, prolonging, or curtailing certain emotions. People with high levels of EI can make use of this emotion regulation mechanism effectively to create positive emotions as well as to promote emotional and intellectual growth. In contrast, people with low levels of EI are not able to use antecedent- and response-focused emotion regulation effectively, and they have slower emotional growth.

IV. THE EFFECTS OF EMOTIONAL INTELLIGENCE ON WORK PERFORMANCE

Organizations are the best settings that require interpersonal interaction. Most of these interactions are related to the performance of job duties, for example, serving customers, receiving instructions and reporting to supervisors, or cooperating and coordinating with colleagues etc., Employees with high levels of EI are those who can make use of the antecedent- and response-focused emotional regulation effectively, and master their interactions with others in a more effective manner.

Emotional intelligence is a set of competencies where personal competence and social competence plays a vital role in directing and controlling one's feelings towards work and efficiency at work. These competencies are the major factors and his ability to control and manage his moods and impulses on the job. Knowing one's emotions and feelings as they occur, and tuning one's self to the changed situation, requires the emotional competency, emotional maturity and emotional sensitivity that are demanded on the job. In a work situation, performance of the employees depends on working with group of people with different ideas, suggestions, and opinions. Effective use of emotional intelligence gives better team harmony [22]. Leaders, in particular, need high emotional intelligence, because they represent the organization to the customers, they interact with the highest number of people within and outside the organization and they set the tone for

employee morale. Leaders with high emotional intelligence are able to understand their employee's needs and provide them with constructive feedback. Success in sales requires emotional intelligence ability to understand the customer and provide service to customers [23]. Emotional intelligence was used in organization supports in identification of employees' emotional intelligence level and its impact on employee performance on the job.

Emotional intelligence represents a set of competencies that perceive, understand and regulate emotions in one-selves and in others. These emotional competencies are learned capabilities based on the level of emotional intelligence that lead to superior efficiency in performance. The emotional intelligence model developed by Daniel Goleman is used widely to understand the emotional intelligence of the employees in most of the organization. According to Daniel Goleman, emotional intelligence can be organized into four dimensions representing the recognition of emotions in one-selves and in others, as well as the regulation of emotions in ourselves in others. Each dimension consists of a set of emotional competencies that people must possess to fulfill that dimensions of emotional intelligence. The dimensions are as follows:

Self-awareness: It refers to a better and deeper understanding of one's own emotions as well as strengths, weaknesses, values and motives.

Self-management: This represents how well we control or redirect our internal states, impulses and resources.

Social awareness: It is mainly about empathy, having understanding and sensitivity to the feelings, thoughts and situations of others.

Relationship management: It refers to managing other people's emotions.

[24] utilized the proposition that affective commitment towards other people is a necessary component of social interaction and argued that the showing of positive emotions is associated with a high likelihood of success at work. [25] based on his own earlier observation that optimistic insurance salesmen would perform better than pessimistic salesmen, proposed that EI is directly related to performance. These studies, together with the Goleman's observation that EI is related to job performance, lead to the first proposition:

Proposition P1: Greater the Emotional intelligence greater in job performance.

EI should also be related to other affective job outcomes such as job satisfaction, organizational commitment, and turnover intention. The ability to apply antecedent and response-focused emotion regulation should enable employees to have better relationships with co-workers and supervisors, as well as greater satisfaction in their jobs. The continual presence of positive emotional states of the employees will also lead to positive affection towards the work environment and the organization. As a result, the positive experience on the job and positive affective emotions also should make employees more committed to the organization and less likely to leave their jobs. Therefore, following the arguments of [24], [25], and [3] lead to proposition that:

Proposition P2: Higher the Emotional intelligence higher is the job satisfaction. **Proposition P3:** Increase in Emotional intelligence lead to increase in organizational commitment.

Proposition P4: Higher the job satisfaction, higher the organizational commitment.

Proposition P5: Increase in Emotional intelligence leads to decrease in turnover intention.

While the above arguments about the effects of EI on job outcomes may be reasonable, it is difficult to argue that the effects of EI on job outcomes will be the same across job categories [21]. There are many jobs that require extensive interaction with customers (e.g., in service industries) or co-workers (e.g., team-oriented jobs). In contrast, job incumbents in other occupations may undertake minimal interaction with others (e.g., production-line workers).

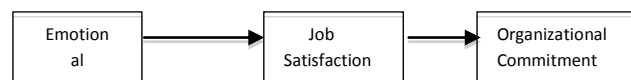


Fig 1. Emotional Intelligence and Work Performance

V. DISCUSSION

From the above literature it is found that the effect of Emotional Intelligence on work performance has a positive impact. The review of literature further shows that when there is a job satisfaction it creates a positive impact towards organizational commitment. When the organizational commitment increases there will be a significant reduction in turnover intention. Recent researches [26] results have confirmed that emotional intelligence is an important personality traits work affectivity and job satisfaction to predict.

From various other review of the literature it has been analysed that relationship between employees and higher management is positively related with job satisfaction. If the communication gap exists between top management and lower management the organization performance decreases. The one reason is

that the many managers lack emotional intelligence competences [27]. Relationship between employees and higher management is significantly correlated with productivity. It creates direct impact on organization productivity. Some gender perception also differences related to job satisfaction and emotional intelligence. Organizational stress factor in private sectors is more than public sectors [28].

Job satisfaction is positively related with organizational productivity, if the organizations pay good incentives to their employees, they are more satisfied with their job and work environment their efficiency of work increases and vice versa. Emotional intelligence is positive correlated with job satisfaction, it has been noticed that job satisfaction and positive feeling emotions increase job satisfaction desired expansion. For this purpose Emotional Intelligence training staff or manager or peer level to develop the EI program to invest in, most benefits can be provided to organizations.

The findings from a self-report based research on Emotional Intelligence competency where Self-awareness, Self-regulation, Self-motivation, Social awareness and Social skills are analysed suggests that there exists a differences in emotional intelligence scores across different emotional intelligence competencies for males and females, with males scoring higher on self-regulation and self-motivation, and females scoring higher on self-awareness, empathy and social skills, and that emotional intelligence levels increase significantly with managerial position [29].

VI. LIMITATIONS AND FUTURE RESEARCH

The results from the above literature is concerned with the study of emotional intelligence and its impact on performance. As such, there are many areas for improvement and for further research where the association between various variables with regard to Emotional Intelligence and Job Performance can be analysed with other mediating variables. The first and most obvious limitation of any research is limited by cost and time. A second limitation concerns the suggestions made by the researchers may require policy decisions and top management support for implementations. Third limitation is the findings of the study can be generalized only to likewise industry and organization of the same size.

The findings from the above study have important implications on application of emotional intelligence on employee performance, where remain a number of other functions of Human Resource Management in other sector where the implementation of emotional intelligence could be equally beneficial. Hence in those areas lies the scope of further study. The subsequent are those other areas in relation to emotional intelligence and employee. Studies on the effects of the emotional intelligence of team leaders may also be of interest to understand the development of effective team in the organization. The application and impact of emotional intelligence on developing interpersonal skills among the employees and finally, understands employees Work Life Balance through emotional intelligence.

Regarding the limitation in measures of EI, many measures are not suitable for research on the workplace. For example, [30] developed a 14-item measure of EI, and [31] used this measure to examine the relationship between EI and career commitment in a sample of 75 nurses. However, the authors only reported the coefficient alpha of all 14 items as .79, without mentioning any other psychometric properties of the measure. [32] developed a 30-item Trait Meta-Mood Scale to measure EI. [33] used this measure on 108 parents, teachers, and administrators in two public elementary schools. Unfortunately, the measure was designed to capture three components: attention to one's moods and emotions, emotional clarity (one's tendency to discriminate among one's emotions and moods), and emotional repair (or one's tendency to regulate one's feelings). These three components do not capture all of the EI dimensions as defined.

BarOn EQ-i instrument, which contains 133 items includes a number of dimensions that may not relate to EI directly (e.g., problem solving, social responsibility, etc.) [34]. Also [1] developed a 10-item measure of EI without any validation evidence. The Multi-faceted Emotional Intelligence Scale (MEIS) [35] requires responses to more than 400 items and takes 1 to 2 hours to complete. Moreover, the psychometric properties of this measure have not been reported. Respondents are considered high in EI when a majority of the subjects in the norm samples choose the same answer. The developer highlighted that the expert-referenced scoring method did not work as well as the norm-referenced method for this scale. [36] did not develop an EI measure, but considered various measures that appeared to capture some dimensions of EI. However, it is not clear whether these dimensions (e.g., self-monitoring and personal efficacy) can actually capture the data in all dimensions. EI is also very important to leadership [37]. This review found that emotionally intelligent leaders could improve their team members' performance but that studies in this area need to include more relevant control variables like cognitive intelligence and personality measures.

VII. CONCLUSION

From the above studies we can conclude saying that Emotional Intelligence is a key analyst for employees to supervise their own emotions as. These studies have shown that employees with high Emotional Intelligence competencies have better job performance than employees with low Emotional Intelligence competencies. It has been commonly notice that in any industry job satisfaction factor enhances the employees' social life and also productivity of organization, due to appreciation and reward. Manager plays a key role for organizational development, must have emotional competences that they manage the employees and their work life. It is found that high emotional intelligence of employees' leads to better work performance and thereby increasing the organization commitment, which in-turn leads to decrease in turnover intention. The research studies reviewed leads us to believe that employees react positively and take a devoted importance to contribute and ready to search capabilities and efficient learning for personal Emotional Intelligence.

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