

A STUDY ON IMPACT OF EMOTIONAL INTELLIGENCE ON PERFORMANCE

Submitted in partial fulfillment of the requirements for the award of
MASTER OF BUSINESS ADMINISTRATION

By
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SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

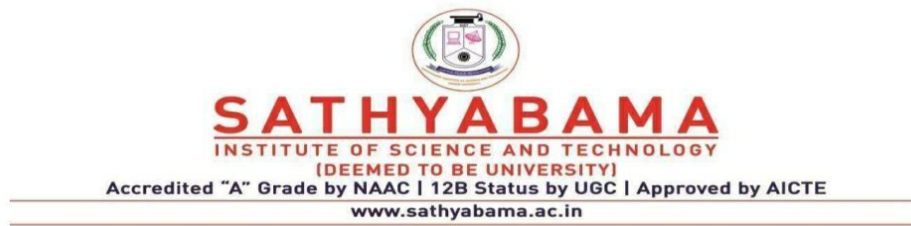
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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **MATHUMITHA R 40410096** who carried out the project entitled **“a study on impact of emotional intelligence on performance”** under my supervision from January 2022 to March 2022.

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ABSTRACT

In present scenario, cut throat competition, stretched goals, cultural differences among the diverse workforce and imbalance work life have led to increase in stress level of the employees and also increase in job dissatisfaction. This adversely affects the performance of the employees and become an undesirable for the organization. The scientific researches show that the emotionally intelligent person is more adaptive to the environment and more productive for the organization. Emotional intelligence refers to a person's ability to recognise and manage their own and others' emotions. Though it's controversial if emotional intelligence is a "true" intelligence, it has been shown to have a number of advantages, including improved mental health, increased work performance, and enhanced relationship maintenance. Empathy is directly tied to emotional intelligence, which allows us to better express ourselves and analyse the actions of others. Emotional Intelligence enables people to improve their self-awareness, emotional expression, creativity, tolerance, trust, and integrity, strengthen relationships within and beyond the enterprise, and so improve individual and organisational performance. The ability to sense, control, and assess emotions is referred to as emotional intelligence (EI). The emotional quotient accounts for 80% of a person's achievement, while the intelligence quotient accounts for only 20%. One of the fundamental attributes that distinguishes strategic leaders in businesses is emotional intelligence. This research aids in determining the impact of emotional intelligence on employee performance. The information was gathered from 100 employees of IT and ITES companies, and the emotional intelligence of each employee was determined by taking into account individual self-awareness, social awareness, and other factors.

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LIST OF ABBREVIATION

S.NO	ABBREVIATION	EXPANSION
1.	IT	Information technology
2.	ITES	Information technology enabled services
3.	ANNOVA	Analysis of variance

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION:

Emotional Intelligence (EI) must somehow combine two of the three states of mind cognition and affect, or intelligence and emotion. Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. A number of testing instruments have been developed to measure emotional intelligence, although the content and approach of each test varies. If a worker has high emotional intelligence, he or she is more likely to be able to express his or her emotions in a healthy way, and understand the emotions of those he or she works with, thus enhancing work relationships and performance. Emotional Intelligence is not about being soft! It is a different way of being smart - having the skill to use his or her emotions to help them make choices in the moment and have more effective control over themselves and their impact on others. Emotional Intelligence allows us to think more creatively and to use our emotions to solve problems. Emotional Intelligence probably overlaps to some extent with general intelligence. The emotionally intelligent person is skilled in four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions.

Emotional Intelligence helps the employees to increase their emotional self-awareness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. "Emotional intelligence is one of the few key characteristics that gives rise to strategic leaders in organizations".

Emotional intelligence plays a significant role in the organization and becomes an important criterion of evaluation for judgment of an effective employee, increases productivity and trust within and across the organization

1.1.1 Research Background

Humans are emotional beings, who live in social context. Emotions, often called feelings, include experiences such as love, hate, anger, trust, joy, panic, fear, and grief. Emotions are related to, but different from, mood. Emotions are specific reactions to a particular event that are usually of fairly short duration. Mood is a more general feeling such as happiness, sadness, frustration, contentment, or anxiety that lasts for a longer time. Emotions are complex and have both physical and mental components. Generally researchers agree that emotions have the following parts: subjective feelings, physiological (body) responses, and expressive behavior.

- ❖ Emotional intelligence is the “capability for recognizing our own feelings and those of others, motivating ourselves, and managing emotions well. Emotional intelligence has two major components: personal competence and social competence.
- ❖ Personal competence includes awareness of the self, i.e. understanding one own emotions, feelings etc. and management of the self. Social competence means social awareness and management of relationships. Social awareness is the ability to understand the feelings of others while management of relationship is the ability to work effectively with other persons.
- ❖ Salovey and Mayer in 1990, defined EI as a form 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 action.

- ❖ According to Goleman in 1998, the emotional competencies are both linked to emotional intelligence and they are based on emotional intelligence. EI indicated a person's potential to learn basic practical skills. Emotional competencies indicate the degree of application of the potential while working.

1.1.2 Components of Emotional Intelligence

The following includes a brief overview of the 5 main components (as stated by Daniel Goleman) of Emotional Intelligence. The main identifying characteristics of Emotional Maturity are made possible by the Emotional Intelligence component.

1. Self-awareness: Recognize and understand your own moods and motivations and their effect on others. To achieve this state, you must be able to monitor your own emotional state and identify your own emotions.

Emotional Maturity in this trait shows:

- Confidence
- Sense of humor (can laugh at self)
- Aware of your impression on others (can read the reactions of others to know how you are perceived)

2. Self-Regulation: Controlling your impulses—instead of being quick to react rashly, you can reign in your emotions and think before responding. You express yourself appropriately. Emotional Maturity in this trait shows:

- Conscientious and take personal responsibility for your own work/deeds.
- Adaptable (and favorable) to change

- When someone is complaining or is rude to you, you do not respond in kind. You respond in a manner which would not escalate the situation. (At this point, you will also realize that when someone expresses anger at you, they're not always angry at you; they're often just angry and want to take it out on someone.)

3. Internal Motivation: Internal motivation is marked by an interest in learning. It is also self-improvement vs. a pursuit of wealth and status (as a pursuit of wealth and status is an external motivator).

Emotional Maturity in this trait shows:

- Initiative and the commitment to complete a task
- Perseverance in the face of adversity

4. Empathy: The ability to understand another person's emotional reaction. This is only possible when one has achieved self-awareness—as one cannot understand others until they understand themselves.

Emotional Maturity in this trait shows:

- Perceptive of other's emotions and taking an active interest in their concerns.
- Proactive—able to anticipate someone's needs and the appropriate reaction.
- Social Situations such as office politics do not phase one who has a firm grasp of empathy.

5. Social Skills: Identifying social cues to establish common ground, manage relationships and build networks. Emotional Maturity in this trait shows:

- Communication: Listening and responding appropriately
- Influence and Leadership: The ability to guide and inspire others
- Conflict Management: The ability to diffuse difficult situations using persuasion and negotiation.

1.2 INDUSTRY PROFILE

Information technology (IT) industry has played a key role in putting India on the global map. IT industry in India has been one of the most significant growth contributors for the Indian economy. The industry has played a significant role in transforming India's image from a slow moving bureaucratic economy to a land of innovative entrepreneurs and a global player in providing world class technology solutions and business services. The industry has helped India transform from a rural and agriculture-based economy to a knowledge based economy .Information Technology has made possible information access at gigabit speeds. It has made tremendous impact on the lives of millions of people who are poor, marginalized and living in rural and far flung topographies. Internet has made revolutionary changes with possibilities of e- government measures like e-health, e-education, e-agriculture, etc. Today, whether its filing Income Tax returns or applying for passports online or railway e-ticketing, it just need few clicks of the mouse. India's IT potential is on a steady march towards global competitiveness, improving defence capabilities and meeting up energy and environmental challenges amongst others.

1.2.1 Market Conditions

The situation of an industry or economy is referred to as market circumstances. The term is frequently applied to stock and real estate markets, which are frequently characterised as turbulent or stable. Many people use these factors as a determining factor in their selections.

1.2.2 Market Development

Market development is a growth strategy for current products that finds and develops new market segments. Non-buying clients in currently targeted segments are the focus of a development plan. It also goes after new clients in different segments. A market development plan comprises increasing the size of the prospective market by adding additional users or applications. New geographic segments, demographic segments, institutional segments, and psychographic segments are all examples of new consumers. Another option is to increase sales by finding new applications for the product.

1.2.3 Types of Labour Force

- Physical and mental labour
- Skilled and unskilled labour
- Productive and unproductive labour

1.2.4 Example of IT and ITES

- TCS
- Infosys
- Cognizant
- NIIT Technologies
- Teach Mahindra
- CMC limited

1.2.5 Market Size

IT-ITES sector in India, with the main focus on increasing technology adoption, and developing new delivery platforms, has aggregated revenues of USD 88.1 billion in FY2011, while generating direct employment for over 2.5 million people. Out of 88.1 billion, export revenues (including Hardware) has reached USD 59.4 billion in FY2011 while domestic revenues (including Hardware) of about USD 28.8 billion.

1.3 OBJECTIVES OF THE STUDY

- To explore new dimensions in emotional intelligence.
- To examine how Emotional Intelligence affects the performance of employees.
- To know the extent of employee awareness towards emotional intelligence

1.4 NEED FOR THE STUDY

- To study complex scenario, organizations have to manage change in an effective manner. Emotional intelligence plays an important role in helping the employees to cope up with this dynamic change in business environment.
- To study employee need to enhance their emotional intelligence skills, apart from technical skills, which in turn will enhance their productivity on the job.
- To study Also it is necessary to find out the performance dimensions of employees

1.5 SCOPE OF THE STUDY

- To study is to increase the employees emotional intelligence at work place and to help in future why some employees are outstanding performers while others are not
- To study Emotional Intelligence calls for recognizing and understanding of the issues in the organizations on the basis of the results organization can choose a strategy and actions to improve the performance of their employees.

CHAPTER 2

REVIEW OF LITERATURE

2.1 CHAO MAO et. al (2018)

Investigated the relationship between Emotional Intelligence and the Dark Triad Personality traits: narcissism, machiavellianism and psychopath and deduced that, there were moderation effects according to the Emotional Intelligence scale used. They also found that there were no consistent results across the three dark characteristics. For Machiavellianism, the SEIS were significantly more negatively related than was the TEI-Queue, although it was not significantly different from the msceit. For psychopath, the seis were not significantly different from the other scales. Only the EQ-I was significantly different from two other scales, and its results were based on only 2 studies, with a combined sample of 308. They studied that there is only weak and mixed support for Emotional Intelligence scales differences with regard to the dark triad.

2.2. AHMAD (2017)

Aforementioned literature has given the notion that people who can regulate their emotions are more satisfied with job so are more likely to exhibit positive behaviour and attitude (Ahmad et al., 2017) such as knowledge sharing behaviour

2.3 LIEVENSAND CHAN (2017)

Focused on practical intelligence, emotional intelligence, and social intelligence in their study. These individual differences —constructsll have also fueled controversies and criticisms particularly with regard to their applications to employee selection. Their definition, dimensionality,

and operationalization (measurement) have been much more questioned as compared to the more traditional or established constructs. The primary focus of the study was to review and clarify the conceptualization and measurement of these three constructs (or categories of constructs). In doing so, they aim to identify similarities and differences between the three constructs. They also aim to advance research on practical, social, and emotional intelligence.

2.4 XIAONAN YAO et al. (2017)

Studied how Emotional Intelligence moderates the relationship between regional grey matter volume in the bilateral temporal pole and critical thinking disposition. Sound beliefs and a basis for emotional life arise from critical thinking. Research has indicated that, individuals with better critical thinking disposition can better recognize and regulate their emotions, though the neuron anatomical mechanisms involved in this process remain to be elucidated. The influence of emotional intelligence on the relationship between brain structure and critical thinking disposition has not been examined.

2.5 PRAVEEN RAGHU NARAYAN et.al (2016)

Studied the impact of emotional intelligence on work performance. The authors viewed that, if the employees knew their own emotions and were able to manage them effectively; they could work more efficiently and be more productive to the organization. Employees would also recognize and appreciate others colleagues. The components of emotional intelligence like self awareness, self-Management, relationship management, and social awareness 50 were considered to analyse the potency of emotional intelligence of the employees. The other factors that affect job performance were relations and communication between management and employees. The study found that emotional intelligence is positively correlated with the work performance.

2.6 SACHIN GUPTA (2016)

Studied emotional intelligence in relation of employee work-life balance in IT organizations. The review on the related literature in the area of emotional intelligence and work-life balance studied in this research had provided the researcher an insight into many factors. It also provided direction in designing the present study. Having reviewed several studies and having identified the research gap, the investigator felt an imperative need to undertake the present investigation. The study concluded that emotional intelligence had greater impact on the performance of employees. Secondly, an emotionally intelligent organization was based on an organizational strategy to improve business performance.

2.7 Destikannaiah (2015)

Studied the significance of employees' emotional intelligence at the work place. The author raised a question, as to why some employees were outstanding performers while others were not. The author also viewed that emotional intelligence called for recognizing and understanding the organization on the basis of the results. The study was descriptive in nature. The researcher had selected 150 respondents for the study. Random sampling method was employed to select the respondents. The study concluded that emotional intelligence was linked at every point of workplace performance, and, it was of utmost importance nowadays.

2.8 MOHAMMAD WABASH CHUGHTAI et. al (2015)

Examined the relationship between emotional intelligence and employee performance and ultimately its impact on organizational success. For this purpose, a telecom sector has been considered as case study by choosing sample respondents from five telecom organizations, namely Mobilink, Ufone, Telenor, Zong and Warid. Multiple linear regression techniques were used to know the impact of emotional

intelligence on employee's performance by using self-awareness, self-management, social- awareness and, relationship management. The overall results concluded that emotional intelligence was a vital tool having significant impact on both employees and organizations performance. The authors' discussion on relationship between emotional intelligence and employee's performance was remarkable.

2.9 COLEMAN (2015)

Emotional intelligence (EI) is a significant attribute of an individual by means of which he is able to monitor his personal emotions, scrutinize the emotions of others, discriminate between different types of emotions and label them accurately, and make use of emotional information for guiding various thinking and behavioural processes (Coleman 2015)

2.10 KRISHNAKUMAR R et.al (2014)

Studied the relationship between emotional intelligence and occupational stress. The authors viewed that emotional intelligence was a capability to intellect, recognize, successfully pertain authority, information and expertise of emotions among human source. Occupational stress existed everywhere in an organization and in all the levels of its workers. Stress arose when a worker experienced pressure while completing his job or was unable to complete his job. Emotional intelligence provided better understanding of work environment which reduced occupational stress. For this reason, emotional intelligence and occupational stress were linked.

2.11 BANOFAKHRABATTOOL (2013)

In his work attempted to explore the relationship between emotional intelligence and leadership. The result indicated that the relationship between leadership style and Emotional Intelligence was positive and significant.

2.12 MOHAMMAD SHAH HOSSEINI et.al (2013)

In their study investigated the relationships between emotional intelligence, leadership styles among 192 managers. Emotional intelligence was evaluated employing the Schutte emotional intelligence scale while the Bass and Evolve leadership styles scale was also adapted. Finally, job performance was measured by immediate managers. Results showed that emotional intelligence was positively correlated with emotion in job performance. Interestingly, it was deduced that, transformational leadership style was correlated with job 54 performance. These results suggested that emotional intelligence might provide an interesting way of enhancing productivity through job performance

2 13 KHALILI (2012)

The role of EI in the workplace has gained immense recognition in the recent times for a number of reasons. One of the major reasons is that by implementing this ability, individual employees can make accurate self-assessment of their abilities and contribute positively in the process of conflict management (Khalili 2012).

2.14 JANKINGTHOG AND RURKKHUM (2012)

Research findings of Jankingthong and Rurkkhum (2012) suggest that when employees are motivated positively they feel encouraged replacing their self interest with that of organizational interest and delivering their best of performances. Similarly, when the employees are given equal, unprejudiced and fair treatment by the organization, it encourages them to perform better. Likewise, if the nature of work is engaging, fulfilling and rewarding then employees show vigor and dedication in accomplishing it. In-depth analysis of the research findings of Shariful Alam et al. indicates some of the significant factors of job performance such as managerial attitude and employee motivation

2.15 AHANGAR (2012)

The study of Ahangar (2012) r present a distinctive perspective on the factors affecting job performance by primarily focusing upon EI as a critical factor. The scholar emphasize that EI is the only factor that results in outstanding performance of the employees at work. This is further clarified by suggesting that emotional intelligence of an employee determines work related outcomes, interpersonal interactions and work-life balance, all of which have direct impact upon job performance.

2.16 SHAHHOSSEINI (2012)

The study of Shahhosseini et al. (2012) on the similar topic affirms that emotional intelligence is an important factor that not only imoacts upon job performance of employees but sustainment of high performance as well.

2.17 NAIR (2012)

The study of Nair et al. 2012 further reveals that Emotional Intelligence as a Predictor of Job Performance and Satisfaction in IT/ITES Sector of India there is an integral relationship between emotional intelligence and job satisfaction. The scholars suggest that employees who have higher emotional intelligence usually have higher job satisfaction in comparison to workers with low emotional intelligence. As a result, they perform better and it is less likely for them to leave the organization.

2.18 PARVIN AND KABIR (2011)

The study of Parvin and Kabir (2011) suggest that working conditions, interpersonal relationship between employees and management and recognition are crucial factors that determine job satisfaction. The scholars further focus that money is a motivator for the

employees. Hence, good pay, unbiased and justified monetary recognition and satisfactory compensation by the organization results in increased job satisfaction among employees. In addition, good working condition, fair competitive environment, fair treatment by the organization and reasonable working hours are the other factors that result in immense job satisfaction among the employees.

2.19. SHARMA (2011)

In fact, highly emotional intelligent individuals have more thinking ability to handle variety of dilemmas. Such people are multitasking, capable of dealing with fluctuations, easily change decisions, adaptive towards varied situations, retort to emotional signals occasioned from inside or outside factors (Sharma, 2011).

2.20 ALAM (2009)

The study of Alam (2009) suggest that emotional intelligence is directly related to job satisfaction. The scholar elaborates on this by remarking that employees with higher emotional intelligence are more successful in accomplishing their goals in their organizational, which in turn results in greater job satisfaction among them as compared to employees with lower emotional intelligence who cannot achieve their goals properly and suffer from dissatisfaction

2.22 KHOKHAR AND KUSH (2009)

In their study explained the performance of executives on different levels of emotional intelligence and provided a link between emotional intelligence and effective work performance. The findings of the study 60 revealed that executives having higher emotional intelligence showed better quality of work performance as compared to their counterparts.

2.23 KOMAN, E. S. et.al (2008)

Examined the relationship between —Emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on team performance. The study was conducted on 349 aircrew and maintenance military team members participated representing 81 aircrew and maintenance teams. Results showed that the emotional intelligence of the team leader is significantly related to the presence of emotionally competent group norms (ECGN) on the teams they lead, and that, ECGN are related to team performance. Author suggested few points relating to EI: such as Employee leaders with better emotional intelligence competencies, apart from contributing to the increase of their personal performance also contribute to increasing the performance of the team they lead. Finally, emotional intelligent did not process, which meant monitoring progress work towards fulfillment of group objectives, co-ordination of work seeking possible and weakness of the members.

2.24 LYONS AND SCHNEIDER (2005)

Examined the relationship of ability-based emotional intelligence facets with performance under stress. The authors expected that, high levels of emotional intelligence would promote challenge appraisals and better performance, whereas low emotional intelligence levels would foster threat appraisals and worse performance. The authors found that certain dimensions of emotional intelligence were related more closely to challenge and enhanced performance, and that, some emotional intelligence dimensions were related to performance after controlling cognitive ability, demonstrating incremental validity.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY

A research methodology means in what way the research is going to be carried out. Many authors investigate the term of “research methodology” and its importance for the conduction of a study. The research methodology is a systematic way to solve research problems. The methodology is a scientific approach, which is adopted for conducting a research. Describe the methodology as “the procedure of research techniques”. The authors say that the research methodology is “the logic of scientific investigation”. When developing a research methodology we should also know that there is a significant difference between the terms of “research method” and “research methodology”.

3.2 RESEARCH DESIGN

3.2.1 Descriptive research design

Descriptive research is a study to designed to depict the participants in an accurate way. More simply but, descriptive research is all about describing people who take part in the study the design of research can be either qualitative quantitative, or mixed

3.3 SAMPLING TECHNIQUES

3.3.1 Convenience sampling method

A convenience sample is one of the main types of non-profitability sampling methods. A convenience sample is made up of people who are easy to reach.

3.4 SOURCES OF DATA

Data collection is the term used to describe a process of preparing and collecting data.

- **Primary data** – Questionnaire collected from 100 respondents.
- **Secondary data** – Websites and online journals, published reports & Review of literature from published articles.

3.5 STUCTURE OF QUESTIONNAIRE

Questionnaire was divided into two sections. First part was designed to know the general information about the respondents and second part contained the respondents opinions on a study on impact of emotional intelligence on performance

I. Basic Introduction

(The questionnaire begins with the small description regarding my research project)

II. Personal Details

(Name, Age, Gender, Education)

III. Research related Questions

- a) Type of organization working?
- b) Employment type?
- c) Do you come across emotional intelligence in your work life?

IV. Likert Scaling Questions

- a) Recognizing of one's emotion
- b) Losing control when angry
- c) Clear view on future goals

3.6 SAMPLE SIZE

The sample size of the research is 100 respondents.

3.7 PERIOD OF STUDY

The period for the study is three months.

3.8 LOCATION & TARGETED PEOPLE OF STUDY

The location of the study is Chennai and the target people is software industry IT and ITES employees.

3.9 HYPOTHESES TESTING:

- H0 - There is significance relationship between age and across emotional intelligence
- H1 - There is a no significant between age and across emotional intelligence
- H0 - There is significance relation between act consistent to move towards goal.
- H1 - There is a no significant between act consistent to move towards goal.
- H0 - There is significance relationship between gender and clear view on future
- H1 - There is no significance relationship between gender and clear view on future

3.10 TOOLS FOR ANALYSIS

3.10.1 Percentage analysis

The percentage analysis is given in the form of tables and charts. Research questions are always answered with a descriptive statistic generally either percentage or mean. Percentage is appropriate when it is important to know how many of the participants gave a particular answer. Generally, percentage is reported when the responses have discrete categories.

3.11 HYPOTHESIS ANALYTICAL TOOLS (SPSS)

Chi-Square

A chi-squared test is a statistical hypothesis test that is valid to perform when the test statistic is chi-squared distributed under the null hypothesis, specifically Pearson's chi-squared test and variants thereof.

One Sample T-Test

The one sample t test, also referred to as a single sample t test, is a statistical hypothesis test used to determine whether the mean calculated from sample data collected from a single group is different from a designated value specified by the researcher.

Oneway ANOVA

One-Way ANOVA ("analysis of variance") compares the means of two or more independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. One-Way ANOVA is a parametric test

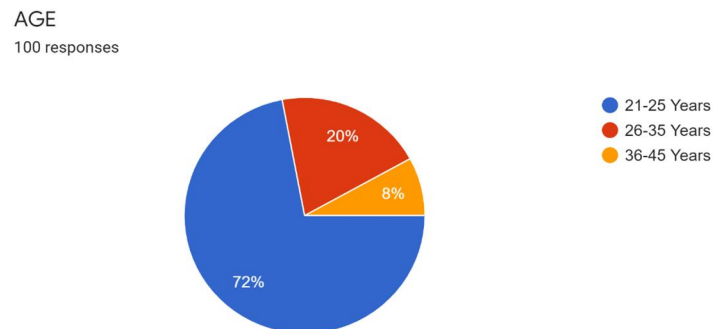
CHAPTER 4

DATA ANALYSIS AND INTERPRETATION PERCENTAGE ANALYSIS

Table 4.1.1; This Table Indicating the age of the Respondents

Age of the respondents	No of respondents	Percentage (%)
21-25 Years	72	72%
26-35 Years	20	20%
36-45 Years	8	8%
TOTAL	100	100 %

Chart 4.1.1 This Chart Represents the age of the Respondents



INTERPRETATION

From the above table it is interpreted as (72%) of the respondents are aged between 21-25, (20%) are between 26-35, (8%) are between 36-45.

INFERENCE

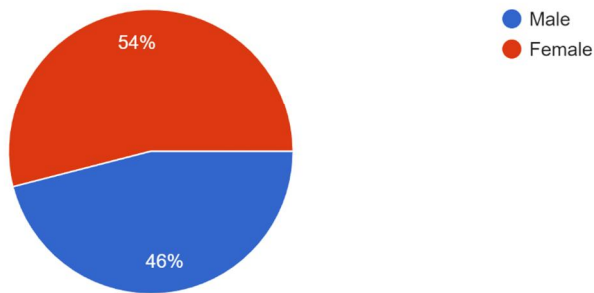
Majority of the respondents (72%) are aged between 21 – 25years.

Table 4.1.2 This table Indicating the gender of the respondents

Gender of the Respondents	No of respondents	Percentage (%)
Male	46	46%
Female	54	54%
TOTAL	100	100%

Chart 4.1.2 This Chart Represents the Gender of the Respondents

GENDER
100 responses



INTERPRETATION

From the above table it is interpreted as (46%) of the respondents are Male and (54%) of the respondents are Female.

INFERENCE

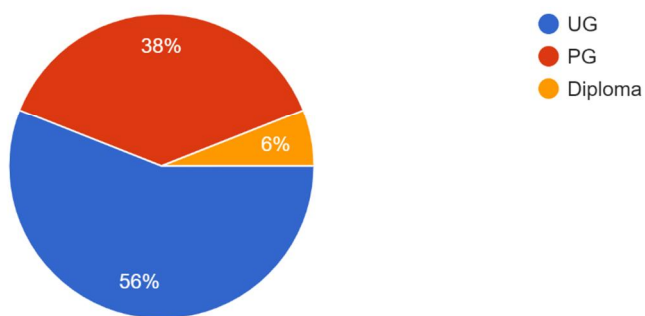
Majority of the respondents (54%) are Female.

Table 4.1.3 This table indicating the Qualification of the Respondents

Age of the respondents	No of respondents	Percentage (%)
UG	56	56%
PG	38	38%
Diploma	6	6%
TOTAL	100	100 %

Chart 4.1.3 This chart represents the education of the respondents

QUALIFICATION
100 responses



INTERPRETATION

From the above table it is interpreted as (56%) of the respondent are from UG, (38%) are from PG, (6%) are diploma

INFERENCE

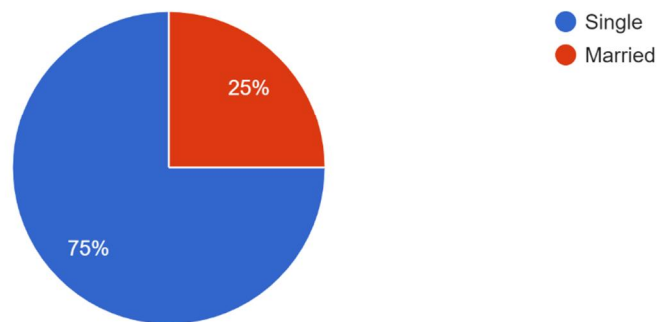
Majority of the respondents (56%) are graduated.

Table 4.1.4 This table indicating the marital status

Particulars	No of respondents	Percentage (%)
Single	75	75%
Married	25	25%
TOTAL	100	100

Chart 4.1.4 This chart represents the marital status

MARITAL STATUS
100 responses



INTERPRETATION

From the above table it is interpreted as (75%) are single and (25%) are married.

INFERENCE

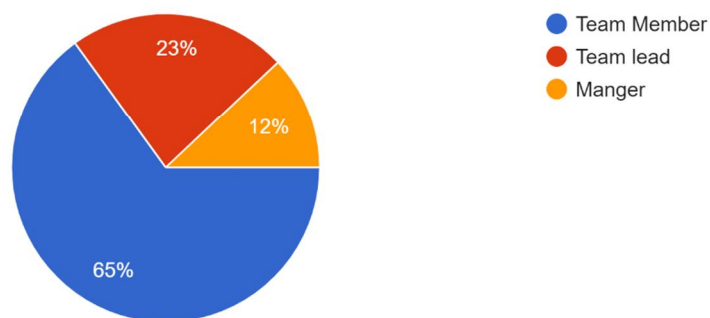
Majority of the respondents (75%) are single.

Table 4.1.5 This table indicating the designation of job

Particulars	No of respondents	Percentage (%)
Team member	65	65%
Team lead	23	23%
Manger	12	12%
TOTAL	100	100

Chart 4.1.5 This chart represents the designation of job

DESIGNATION OF JOB
100 responses



INTERPRETATION

From the above table it is interpreted as (65%) of the respondent's team member, (23%) is at team lead and (12%) is at manager.

INFERENCE

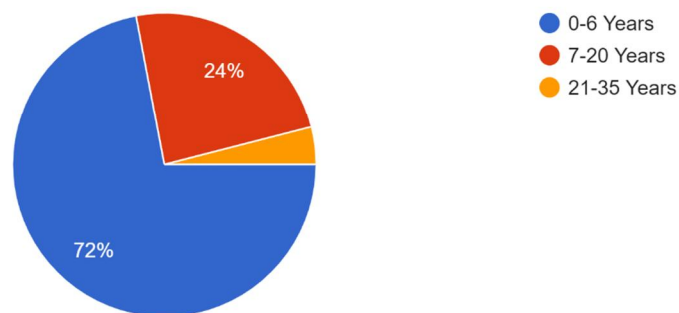
Majority of the respondents (65%) team member.

Table 4.1.6 This table indicating the experience

Particulars	No of respondents	Percentage (%)
0-6 Years	72	72%
7-20 Years	24	24%
21-35 Years	4	4%
TOTAL	100	100%

Chart 4.1.6 This chart represents the experience

EXPERIENCE
100 responses



INTERPRETATION

From the above table it is interpreted as (72%) of the respondents experience are above 0-6 years ,(24%) is 7-20 years, (4%) is 21-35 years.

INFERENCE

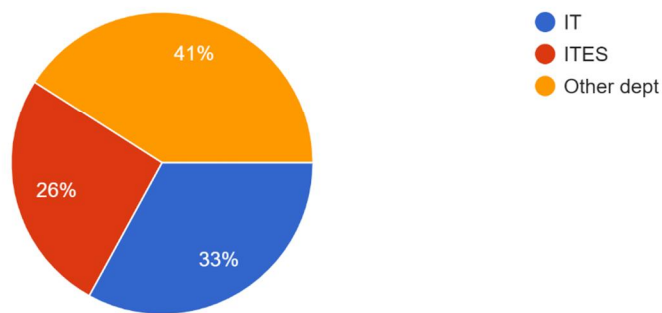
Majority of the respondents (72%) experience at 0-6 years.

Table 4.1.7 This table indicating the type of organisation work

Particulars	No of respondents	Percentage (%)
IT	33	33%
ITES	26	26%
Other dept	41	41%
TOTAL	100	100 %

Chart 4.1.7 This chart represents the type of organisation work

TYPE OF ORGANISATION WORKING
100 responses



INTERPRETATION

From the above table it is interpreted as (33%) of the respondents are working in IT, (26%) are ITES, (41%) are other dept.

INFERENCE

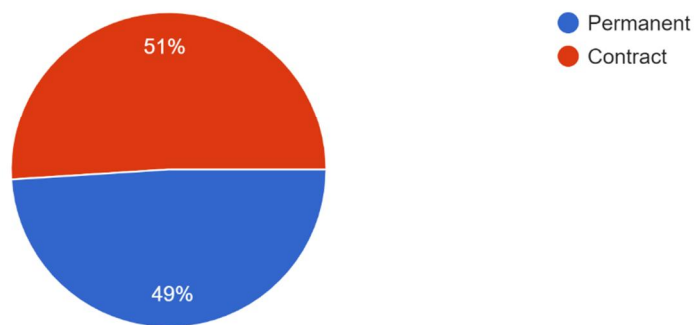
Majority of the respondents (41%) are respondents are working in other dept.

Table 4.1.8 This table indicating the employment type

Particulars	No of respondents	Percentage (%)
Permanent	49	49%
Contract	51	51%
TOTAL	100	100%

Chart 4.1.8 This chart represents the employment type

EMPLOYMENT TYPE
100 responses



INTERPRETATION

From the above table it is interpreted as (49%) of the respondents working in permanent, (51%) are in contract.

INFERENCE

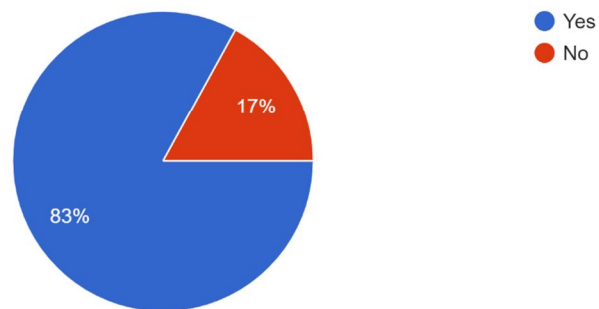
Majority of the respondents (51%) working in contract.

Table 4.1.9 This table indicating the emotional intelligence in your work life that you come across

Particulars	No of respondents	Percentage (%)
Yes	83	83%
No	17	17%
TOTAL	100	100

Chart 4.1.9 This chart represents the emotional intelligence in your work life that you come across

DO YOU COME ACROSS EMOTIONAL INTELLIGENCE IN YOUR WORK LIFE?
100 responses



INTERPRETATION

From the above table it is interpreted as (83%) of the respondents across emotional intelligence in work life and (17%) of the respondents not across emotional intelligence in work life.

INFERENCE

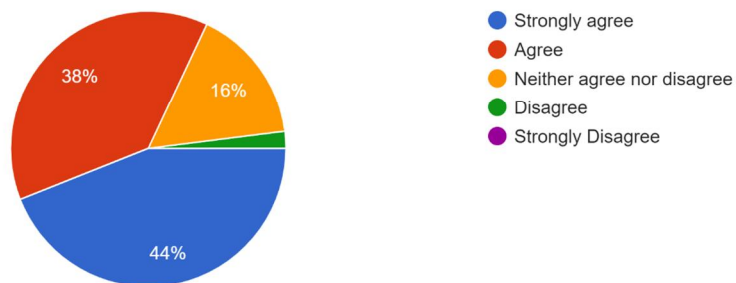
Majority of the respondents (83%) are across emotional intelligence in work life.

Table 4.1.10 This table indicating the recognizing of one's emotion

Particulars	No of respondents	Percentage (%)
Strongly agree	44	44%
Agree	38	38%
Neither agree nor disagree	16	16%
Disagree	2	2%
Strongly disagree	0	0%
TOTAL	100	100%

Chart 4.1.10 This chart represents the recognizing of one's emotion

RECOGNIZING OF ONE'S EMOTION
100 responses



INTERPRETATION

From the above table it is interpreted as (44%) of the respondents strongly agree that the recognizing of one emotion, (38%) is agree, (16%) is neither agree nor disagree, (2%) is disagree.

INFERENCE

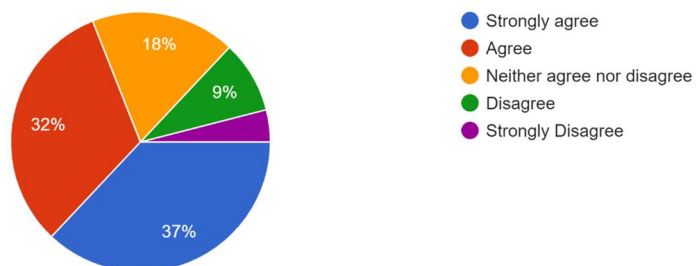
Majority of the respondents (44%) strongly agrees that the recognizing of one emotional.

Table 4.1.11 This table indicating the losing control when angry

Particulars	No of respondents	Percentage (%)
Strongly agree	37	37%
Agree	32	32%
Neither agree nor disagree	18	18%
Disagree	9	9%
Strongly disagree	4	4%
TOTAL	100	100%

Chart 4.1.11 This chart represents the losing control when angry

LOSING CONTROL WHEN ANGRY
100 responses



INTERPRETATION

From the above table it is interpreted as (37%) of the respondents strongly agree that they losing control when angry, (32%) of them are agreeing, (18%) are neither agree nor disagree, (9%) are disagree and (4%) are strongly disagree.

INFERENCE

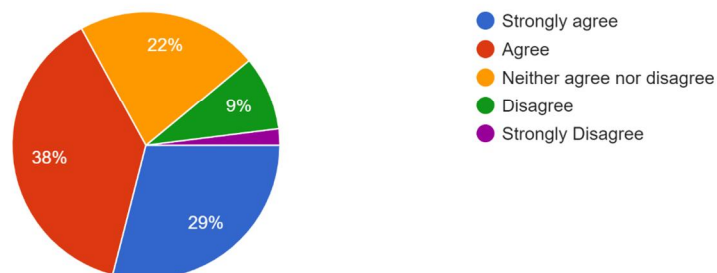
Majority of the respondents (37%) strongly agree that they losing control when angry.

Table 4.1.12 This table indicating the emotions having on other people

Particulars	No of respondents	Percentage (%)
Strongly agree	29	29%
Agree	38	38%
Neither agree nor disagree	22	22%
Disagree	9	9%
Strongly disagree	2	2%
TOTAL	100	100%

Chart 4.1.12 This chart represents the emotions having on other people

IMPACT OF EMOTIONS HAVING ON OTHER PEOPLE
100 responses



INTERPRETATION

From the above table it is interpreted as (29%) of the respondents are strongly agree that they have impact of emotional on other people, (38%) are agree, (22%) are neither agree nor disagree, (9%) are disagree and (2%) are strongly disagree.

INFERENCE

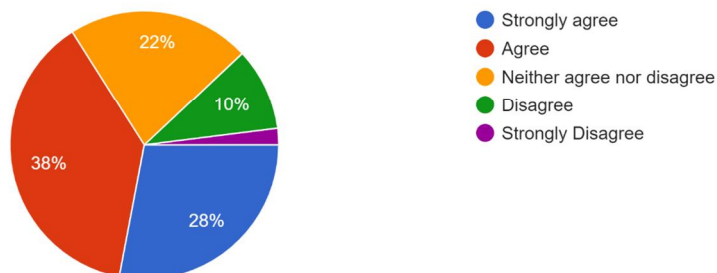
Majority of the respondents (33%) are agreed that impact of emotional having on other people.

Table 4.1.13 This table indicating the expressing emotions in an appropriate manner

Particulars	No of respondents	Percentage (%)
Strongly agree	28	28%
Agree	38	38%
Neither agree nor disagree	22	22%
Disagree	10	10%
Strongly disagree	2	2%
TOTAL	100	100%

Chart 4.1.13 This chart represents the expressing emotions in an appropriate manner

EXPRESSING EMOTIONS IN AN APPROPRIATE MANNER
100 responses



INTERPRETATION

From the above table it is interpreted as (28%) of the respondents strongly agree that the expressing emotions in an appropriate manner, (38%) of them are agreeing, (22%) are neither agree nor disagree, (10%) are disagree and (2%) are strongly disagree.

INFERENCE

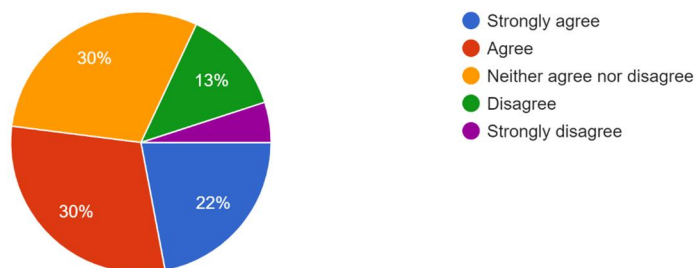
Majority of the respondents (38%) agreed that the expressing emotions in an appropriate manner

Table 4.1.14 This table indicating the situation that causes to think negative

Particulars	No of respondents	Percentage (%)
Strongly agree	22	22%
Agree	30	30%
Neither agree nor disagree	30	30%
Disagree	13	13%
Strongly disagree	5	5%
TOTAL	100	100%

Chart 4.1.14 This chart represents the situation that causes to think negative

AWARE OF SITUATION THAT CAUSES TO THINK NEGATIVE
100 responses



INTERPRETATION

From the above table it is interpreted as (22%) of the respondents strongly agrees that the aware of situation that causes to think negative, (30%) of them are agreeing, (30%) of the are neither agree nor disagree, (13%) of the disagrees and (5%) of them strongly disagrees.

INFERENCE

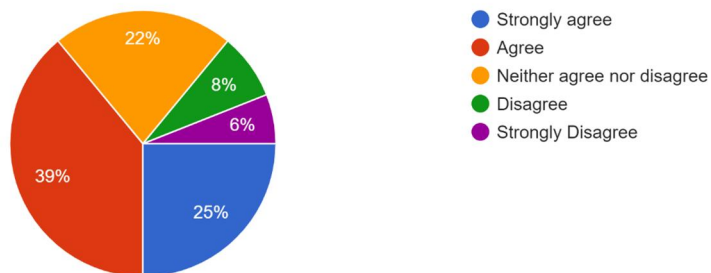
Majority of the respondents (30%) agrees and neither agree nor agree that the aware of situation that causes to think negative.

Table 4.1.15 This table indicating the accurately what i am feeling

Particulars	No of respondents	Percentage (%)
Strongly agree	25	25%
Agree	39	39%
Neither agree nor disagree	22	22%
Disagree	8	8%
Strongly disagree	6	6%
TOTAL	100	100%

Chart 4.1.15 This chart represents the accurately what i am feeling

DESCRIBE ACCURATELY WHAT I AM FEELING
100 responses



INTERPRETATION

From the above table it is interpreted as (25%) of the respondents are strongly agree that they describe accurately what I am feeling, (39%) are agreed, (22%) are neither agree nor disagree and (8%) are disagree and (6%) are strongly disagree.

INFERENCE

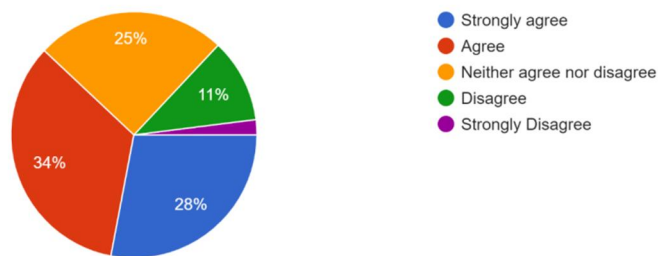
Majority of the respondents (39%) are agreed that they describe accurately what I am feeling,

Table 4.1.16 This table indicating the understanding the feedback given by others

Particulars	No of respondents	Percentage (%)
Strongly agree	28	28%
Agree	34	34%
Neither agree nor disagree	25	25%
Disagree	11	11%
Strongly disagree	2	2%
TOTAL	100	100%

Chart 4.1.16 This chart represents the understanding the feedback given by others

UNDERSTANDING THE FEEDBACK GIVEN BY OTHERS
100 responses



INTERPRETATION

From the above table it is interpreted as (28%) of the respondents are strongly agree that they understanding the feeling feedback given by other, (34%) are agreed, (25%) are neither agree nor disagree and (11%) are disagree and (2%) are strongly disagree.

INFERENCE

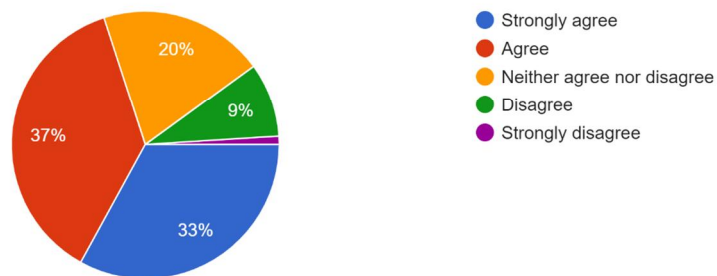
Majority of the respondents (34%) are agreed that they understanding the felling feedback given by others.

Table 4.1.17 This table indicating the clear view on future goals

Particulars	No of respondents	Percentage (%)
Strongly agree	33	33%
Agree	37	37%
Neither agree nor disagree	20	20%
Disagree	9	9%
Strongly disagree	1	1%
TOTAL	100	100%

Chart 4.1.17 This chart represents the clear view on future goals

CLEAR VIEW ON FUTURE GOALS
100 responses



INTERPRETATION

From the above table it is interpreted as (33%) of the respondents are strongly agree that they clear view on future goals, (37%) are agreed, (20%) are neither agree nor disagree and (9%) are disagree and (1%) are strongly disagree.

INFERENCE

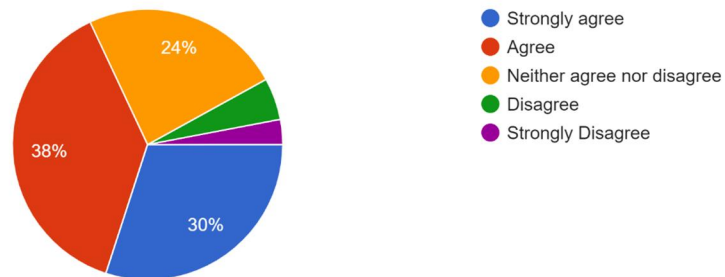
Majority of the respondents (37%) are agreed that they clear view on future goals.

Table 4.1.18 This table indicating the right direction of career

Particulars	No of respondents	Percentage (%)
Strongly agree	30	30%
Agree	38	38%
Neither agree nor disagree	24	24%
Disagree	5	5%
Strongly disagree	3	3%
TOTAL	100	100%

Chart 4.1.18 This chart represents the right direction of career

RIGHT DIRECTION OF CAREER
100 responses



INTERPRETATION

From the above table it is interpreted as (30%) of the respondents are strongly agree that they have right direction of career, (38%) are agreed, (24%) are neither agree nor disagree and (5%) are disagree and (3%) are strongly disagree.

INFERENCE

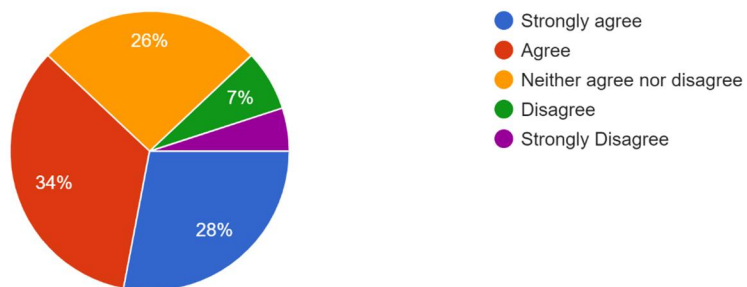
Majority of the respondents (38%) are agreed that they have right direction of career.

Table 4.1.19 This table indicating the hard to maintain enthusiasm when encounter setbacks

Particulars	No of respondents	Percentage (%)
Strongly agree	28	28%
Agree	34	34%
Neither agree nor disagree	26	26%
Disagree	7	7%
Strongly disagree	5	5%
TOTAL	100	100%

Chart 4.1.19 This chart represents the hard to maintain enthusiasm when encounter setbacks

FINDING HARD TO MAINTAIN ENTHUSIASM WHEN ENCOUNTER SETBACKS
100 responses



INTERPRETATION

From the above table it is interpreted as (28%) of the respondents are strongly agree that they finding hard to maintain enthusiasm when encounter setback (34%) are agreed, (26%) are neither agree nor disagree and (7%) are disagree and (5%) are strongly disagree.

INFERENCE

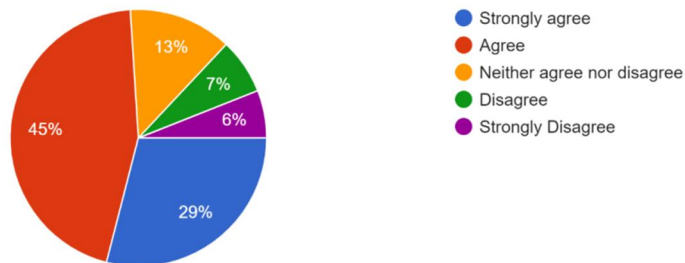
Majority of the respondents (34%) are agreed that they finding hard to maintain enthusiasm when encounter setback

Table 4.1.20 This table indicating the feel excited when thinking of goals

Particulars	No of respondents	Percentage (%)
Strongly agree	29	29%
Agree	45	45%
Neither agree nor disagree	13	13%
Disagree	7	7%
Strongly disagree	6	6%
TOTAL	100	100%

Chart 4.1.20 This chart represents the feel excited when thinking of goals

FEEL EXCITED WHEN THINKING OF GOALS
100 responses



INTERPRETATION

From the above table it is interpreted as (29%) of the respondents are strongly agree that they feel excited when thinking of goals (45%) are agreed, (13%) are neither agree nor disagree and (7%) are disagree and (6%) are strongly disagree.

INFERENCE

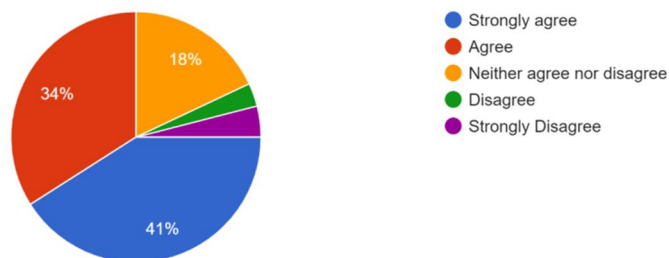
Majority of the respondents (45%) are agreed that they excited when thinking of goals

Table 4.1.21 This table indicating the act consistent to move towards goal

Particulars	No of respondents	Percentage (%)
Strongly agree	41	41%
Agree	34	34%
Neither agree nor disagree	18	18%
Disagree	3	3%
Strongly disagree	4	4%
TOTAL	100	100%

Chart 4.1.21 This chart represents the act consistent to move towards goal

ACT CONSISTENT TO MOVE TOWARDS GOAL
100 responses



INTERPRETATION

From the above table it is interpreted as (41%) of the respondents are strongly agree that they act consistent to move towards goal (34%) are agreed, (18%) are neither agree nor disagree and (3%) are disagree and (4%) are strongly disagree.

INFERENCE

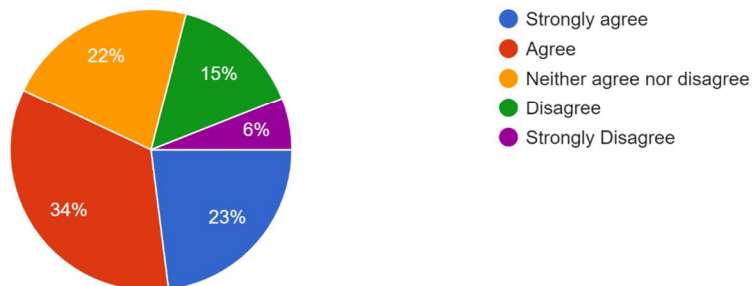
Majority of the respondents (41%) are strongly agreed that they act consistent to move towards goal.

Table 4.1.22 This table indicating the uncommunicative colleagues

Particulars	No of respondents	Percentage (%)
Strongly agree	23	23%
Agree	34	34%
Neither agree nor disagree	22	22%
Disagree	15	15%
Strongly disagree	6	6%
TOTAL	100	100%

Chart 4.1.22 This chart represents the uncommunicative colleagues

UNCOMMUNICATIVE COLLEAGUES
100 responses



INTERPRETATION

From the above table it is interpreted as (23%) of the respondents are strongly agree that they uncommunicative colleagues (34%) are agreed, (22%) are neither agree nor disagree and (15%) are disagree and (6%) are strongly disagree.

INFERENCE

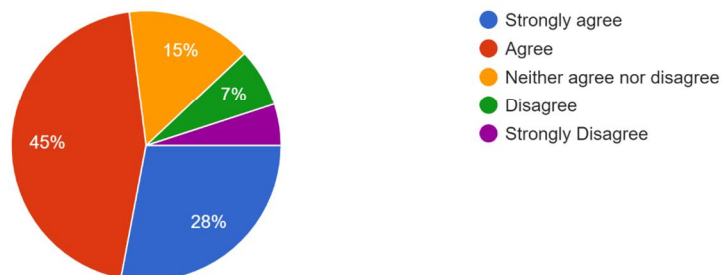
Majority of the respondents (34%) are agreed that they uncommunicative colleagues

Table 4.1.23 This table indicating the get on well with each colleague

Particulars	No of respondents	Percentage (%)
Strongly agree	28	28%
Agree	45	45%
Neither agree nor disagree	15	15%
Disagree	7	7%
Strongly disagree	5	5%
TOTAL	100	100%

Chart 4.1.23 This chart represents the get on well with each colleague

GET ON WELL WITH EACH COLLEAGUE
100 responses



INTERPRETATION

From the above table it is interpreted as (28%) of the respondents are strongly agree that they get on well with each colleague (45%) are agreed, (15%) are neither agree nor disagree and (7%) are disagree and (5%) are strongly disagree.

INFERENCE

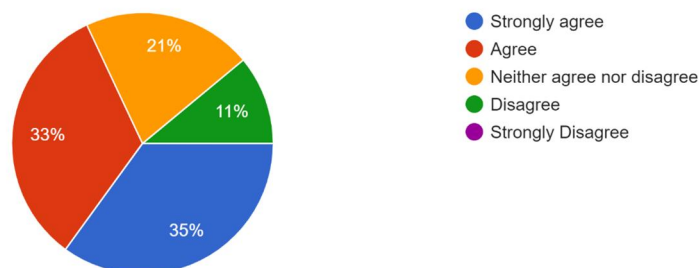
Majority of the respondents (45%) are agreed that they get on well with each colleague.

Table 4.1.24 This table indicating the easy to read other people's emotions

Particulars	No of respondents	Percentage (%)
Strongly agree	35	35%
Agree	33	33%
Neither agree nor disagree	21	21%
Disagree	11	11%
Strongly disagree	0	0%
TOTAL	100	100%

Chart 4.1.24 This chart represents the easy to read other people's emotions

FINDING EASY TO READ OTHER PEOPLE'S EMOTIONS
100 responses



INTERPRETATION

From the above table it is interpreted as (35%) of the respondents are strongly agree that they finding easy to read other people emotions (33%) are agreed, (21%) are neither agree nor disagree and (11%) are disagree.

INFERENCE

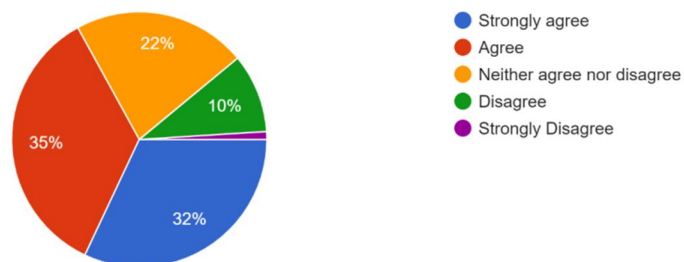
Majority of the respondents (35%) are strongly agreed that they finding easy to read other people emotions

Table 4.1.25 This table indicating the knowing colleagues will feel on any issue

Particulars	No of respondents	Percentage (%)
Strongly agree	32	32%
Agree	35	35%
Neither agree nor disagree	22	22%
Disagree	10	10%
Strongly disagree	1	1%
TOTAL	100	100%

Chart 4.1.25 This chart represents the knowing colleagues will feel on any issue

UNPREDICTABLE IN KNOWING COLLEAGUES WILL FEEL ON ANY ISSUE
100 responses



INTERPRETATION

From the above table it is interpreted as (32%) of the respondents are strongly agree that they unpredictable in knowing colleagues will feel on any issue (35%) are agreed, (22%) are neither agree nor disagree and (10%) are disagree and (1%) are strongly disagree.

INFERENCE

Majority of the respondents (35%) are agreed that they unpredictable in knowing colleagues will feel on any issue.

4.2 CHI-SQUARE TESTS

TABLE 4.2.1

Null Hypothesis (H0)- There is significance relationship between age and across emotional intelligence

Alternative Hypothesis (H1)- There is a no significant between age and across emotional intelligence

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age * do you come across emotional intelligence in your work life?	100	100.0%	0	0.0%	100	100.0%

Age * do you come across emotional intelligence in your work life?

Cross tabulation

Count

		Do you come across emotional intelligence in your work life?		Total
		No	Yes	
Age	21-25 Years	17	55	72
	26-35 Years	0	20	20
	36-45 Years	0	8	8
Total		17	83	100

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.965 ^a	2	.019
Likelihood Ratio	12.473	2	.002
N of Valid Cases	100		

- a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.36.

INTERPRETATION

From the table 4.2.1 it is known that the p value is .019 is greater than 0.05, the null hypothesis is rejected and alternative hypothesis is accepted.

IFERENCE

There is significance relationship between these variables.

4.3 T-TEST

TABLE 4.3.1

Null Hypothesis (H0)- There is significance relation between act consistent to move towards goal.

Alternative Hypothesis (H1)- There is a no significant between act consistent to move towards goal.

***ACT CONSISTENT TO MOVE TOWARDS GOAL**

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Act consistent to move towards goal	100	1.95	1.038	.104

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Act consistent to move towards goal	18.779	99	.000	1.950	1.74	2.16

INTERPRETATION:

From the table 4.3.1 it is known that the p value is .000 is lesser than 0.05, the alternative hypothesis is rejected and null hypothesis is accepted. There is no significance relationship between these variables

IFERENCE

There is no significance relationship between these variables

4.4 ANOVA

TABLE 4.4.1

Null Hypothesis (H0)- There is significance relationship between gender and clear view on future

Alternative Hypothesis (H1)- There is no significance relationship between gender and clear view on future

GENDER

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.804	3	.935	4.121	.007
Within Groups	46.046	203	.227		
Total	48.850	206			

INTERPRETATION:

From the table 4.4.1 it is known that the p value is .07 is greater than 0.05, the null hypothesis is rejected and alternative hypothesis is accepted.

IFERENCE

There is significance relationship between these variables.

CHAPTER- V

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 FINDINGS

- Majority of the respondents (72%) are aged between 21 – 25years.
- Majority of the respondents (54%) are Female.
- Majority of the respondents (56%) are graduated.
- Majority of the respondents (75%) are single.
- Majority of the respondents (65%) team member.
- Majority of the respondents (72%) experience at 0-6 years.
- Majority of the respondents (41%) are respondents are working in other dept.
- Majority of the respondents (51%) working in contract.
- Majority of the respondents (83%) are across emotional intelligence in work life.
- Majority of the respondents (44%) strongly agrees that the recognizing of one emotional.
- Majority of the respondents (37%) strongly agree that they losing control when angry.
- Majority of the respondents (33%) are agreed that impact of

emotional having on other people.

- Majority of the respondents (38%) agreed that the expressing emotions in an appropriate manner
- Majority of the respondents (30%) agrees and neither agree nor agree that the aware of situation that causes to think negative.
- Majority of the respondents (39%) are agreed that they describe accurately what I am feeling,
- Majority of the respondents (34%) are agreed that they understanding the felling feedback given by others.
- Majority of the respondents (37%) are agreed that they clear view on future goals
- Majority of the respondents (38%) are agreed that they have right direction of career.
- Majority of the respondents (34%) are agreed that they finding hard to maintain enthusiasm when encounter setback
- Majority of the respondents (45%) are agreed that they excited when thinking of goals
- Majority of the respondents (41%) are strongly agreed that they act consistent to move towards goal.
- Majority of the respondents (34%) are agreed that they uncommunicative colleagues
- Majority of the respondents (45%) are agreed that they get on well with each colleague.

- Majority of the respondents (35%) are strongly agreed that they finding easy to read other people emotion
- Majority of the respondents (35%) are agreed that they unpredictable in knowing colleagues will feel on any issue.
- Since p value is .019 is greater than 0.05, the null hypothesis is rejected and alternative hypothesis is accepted. There is significance relationship between these variables.
- Since p value is .000 is lesser than 0.05, the alternative hypothesis is rejected and null hypothesis is accepted. There is no significance relationship between these variables
- Since p value is .07 is greater than 0.05, the null hypothesis is rejected and alternative hypothesis is accepted. There is significance relationship between these variables

5.2 SUGGESTIONS

- IT and ITES organization should take up the initiative of improving and enhancing the emotional intelligence of their IT and ITES professionals. This can be done by designing and providing effective training to their IT and ITES professionals.
- IT and ITES organizations should clearly define the roles and responsibilities for each very IT and ITES professionals so that there is clear objective laid down by the organization as to who is accountable for what and not does extra work. By doing this IT and ITES organizations will help improve the Emotional Intelligence.
- The management should conduct periodical meeting/seminar/workshop/outbound programmers with a view to explore the IT

and ITES professionals skills to solve the problem and to enhance the emotional intelligence skill.

- Organizations shall enforce on the values of optimism (a positive approach to life) and happiness (a contented and satisfactory) life so that happy and optimistic personnel contribute on angels of both personal and organizational growth and success. Happy men contribute for a happy organization.
- Performance appraisal systems organization can develop EQ appraisal systems and administer it from time to time.
- Use of emotions to facilitate performance is considered to be the most important dimension of emotional intelligence. It relates to the ability of a person to make use of his or her emotions by directing them toward constructive activities and personal performance.
- A professional who is highly capable in this dimension would be able to encourage themselves to do better continuously.

5.3 LIMITATIONS

This study finds several limitations. The first is the small size of the sample is 100. Some of the respondents would have hesitated to reveal the facts. the study was also limited by online questionnaire. A large and more representative sample in future research would increase the reliability of result and allows a more reliable generalization on findings of the report. **A study on impact of emotional intelligence on performance (With Special reference to selected IT and ITES Organizations in Chennai City)**

5.4 CONCLUSION

Thus, this study gives a conclusion on how emotional Intelligence affects the performance of an employee. Based on the percentage analysis it is clearly noted that most of the people completely agree on the five components of emotional intelligence especially when it comes to Self - awareness and motivation and some of them strongly agree on the performance dimension of EI such as Relationship factor and responsibility factor, while in some areas like empathy and social skills people neither agree nor disagree. Some areas can be improved by giving Training, Motivation and developmental programs. In case of Correlation analysis there is high correlation between awareness on emotions on other people and how to act decisively during tough situations. By this correlation relationship we can conclude that employee awareness on emotional intelligence is well related and proved. Thus, this paper has made a better understanding about the various reasons for emotions and better over the emotions. By this research, we can strongly conclude that emotional intelligence will help to increase organizational commitment, improve productivity, efficiency, retain best talent motivate the employees to give their best. Finally, we can conclude that this project study is very usefully from a HR perspective to know how important emotional intelligence deals with the performance of an employee

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ANNEXURE-I

A STUDY ON IMPACT OF EMOTIONAL INTELLIGENCE ON PERFORMANCE

MATHUMITHA_40410096

***Required**

NAME *

GENDER *

Mark only one oval.

☐

Male

☐

Female

AGE *

Mark only one oval.

☐

21-25 Years

☐

26-35 Years

☐

QUALIFICATION *

Mark only one oval.

☐

UG

☐

PG

☐

Diploma

MARITAL STATUS *

Mark only one oval.

☐

Single

☐

Married

DESIGNATION OF JOB *

Mark only one oval.

☐

Team Member

☐

Team lead

☐

Manger

EXPERIENCE *

Mark only one oval.

☐

0-6 Years

☐

7-20 Years

☐

21-35 Years

TYPE OF ORGANISATION WORKING *

Mark only one oval.

☐

IT

☐

ITES

☐

Other de

EMPLOYMENT TYPE *

Mark only one oval.

☐

Permanent

☐

Contract

DO YOU COME ACROSS EMOTIONAL INTELLIGENCE IN YOUR WORK LIFE? *

Mark only one oval.

☐

Yes

☐

No

RECOGNIZING OF ONE'S EMOTION *

Mark only one oval.

☐

Strongly agree

☐

Agree

☐

Neither agree nor disagree

☐

Disagree

☐

Strongly Disagree

☐

LOSING CONTROL WHEN ANGRY *

☐

Mark only one oval.

☐

Strongly agree

☐

Agree

☐

Neither agree nor disagree

☐

Disagree

Strongly Disagree

IMPACT OF EMOTIONS HAVING ON OTHER PEOPLE *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

EXPRESSING EMOTIONS IN AN APPROPRIATE MANNER *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

AWARE OF SITUATION THAT CAUSES TO THINK NEGATIVE *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

DESCRIBE ACCURATELY WHAT I AM FEELING *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

UNDERSTANDING THE FEEDBACK GIVEN BY OTHERS *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

CLEAR VIEW ON FUTURE GOALS *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

RIGHT DIRECTION OF CAREER *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

FINDING HARD TO MAINTAIN ENTHUSIASM WHEN ENCOUNTER SETBACKS *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

FEEL EXCITED WHEN THINKING OF GOALS *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

ACT CONSISTENT TO MOVE TOWARDS GOAL *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

UNCOMMUNICATIVE COLLEAGUES *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

GET ON WELL WITH EACH COLLEAGUE *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

FINDING EASY TO READ OTHER PEOPLE'S EMOTIONS *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

UNPREDICTABLE IN KNOWING COLLEAGUES WILL FEEL ON ANY ISSUE *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

ANNEXURE-II

A STUDY ON IMPACT OF EMOTIONAL INTELLIGENCE ON PERFORMANCE

MATHUMITHA.R

**SCHOOL OF MANAGEMENT STUDIES, SATHYABAMA INSTITUTE OF SCIENCE AND
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ABSTRACT

This paper aims at a study on impact of emotional intelligence on performance (With Special reference to selected IT and ITES Organizations in Chennai City) Emotional intelligence refers to a person's ability to recognize and manage their own and others' emotions. Though it's controversial if emotional intelligence is a "true" intelligence, it has been shown to have a number of advantages, including improved mental health, increased work performance, and enhanced relationship

maintenance. Empathy is directly tied to emotional intelligence, which allows us to better express ourselves and analyses the actions of others. Emotional Intelligence enables people to improve their self-awareness, emotional expression, creativity, tolerance, trust, and integrity, strengthen relationships within and beyond the enterprise, and so improve individual and organizational performance. The study found that majority of the respondents agreed that the expressing emotions in an appropriate manner and strongly agreed that they act consistent to move towards goal.

INTRODUCTION

1.1 INTRODUCTION

Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. A number of testing instruments have been developed to measure emotional intelligence, although the content and approach of each test varies. If a worker has high emotional intelligence, he or she is more likely to be able to express his or her emotions in a healthy way, and understand the emotions of those he or she works with, thus enhancing work relationships and performance.

Emotional Intelligence helps the employees to increase their emotional self-awareness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. "Emotional intelligence is one of the few key characteristics that gives rise to strategic leaders in organizations". Emotional intelligence plays a significant role in the

organization and becomes an important criterion of evaluation for judgment of an effective employee, increases productivity and trust within and across the organization

1.2 AREA OF STUDY

- a) Self-Regulation
- b) Self-Regulation
- c) Internal Motivation
- d) Empathy
- e) Social Skills

1.3 OBJECTIVES OF THE STUDY

- To explore new dimensions in emotional intelligence.
- To examine how Emotional Intelligence affects the performance of employees.
- To know the extent of employee awareness towards emotional intelligence

II. REVIEW OF LITERATURE

Coleman (2015) Emotional intelligence (EI) is a significant attribute of an individual by means of which he is able to monitor his personal emotions, scrutinize the emotions of others, discriminate between different

types of emotions and label them accurately, and make use of emotional information for guiding various thinking and behavioural processes (Coleman 2015)

Khalili (2012) The role of EI in the workplace has gained immense recognition in the recent times for a number of reasons. One of the major reasons is that by implementing this ability, individual employees can make accurate self-assessment of their abilities and contribute positively in the process of conflict management (Khalili 2012).

Jankingthog and rurkkhum (2012) Research findings of Jankingthong and Rurkkhum (2012) suggest that when employees are motivated positively they feel encouraged replacing their self interest with that of organizational interest and delivering their best of performances. Similarly, when the employees are given equal, unprejudiced and fair treatment by the organization, it encourages them to perform better. Likewise, if the nature of work is engaging, fulfilling and rewarding then employees show vigor and dedication in accomplishing it. In-depth analysis of the research findings of Shariful Alam et al. indicates some of the significant factors of job performance such as managerial attitude and employee motivation

Cartwright (2003) It has been additionally found that individuals with high level of emotional intelligence are also able to handle stress more effectively, work towards encouraging teamwork and cooperation among other coworkers and connect with each other more positively. Thus, emotional intelligence acts as a modulator that determines the quality of organizational performance and extent of success of the organization

Nair (2012) The study of Nair et al. 2012 further reveals that Emotional Intelligence as a Predictor of Job Performance and Satisfaction in IT/ITES Sector of India there is an integral relationship between emotional intelligence and job satisfaction. The scholars suggest that employees who have higher emotional intelligence usually have higher job satisfaction in comparison to workers with low emotional intelligence. As a result, they perform better and it is less likely for them to leave the organization.

III RESEARCH METHODOLOGY

Descriptive research has been used, it involves survey and fact-finding enquiries of different kinds, the purpose of descriptive research are the descriptive of state of affairs, as it exists at present. Questionnaire

method have been used as a tool for a data collection in this research. The study's secondary data came from books, company websites, periodicals, and other sources. Sample size :101

A pilot study was undertaken with an objective to evaluate the tools prepared for the study and to find whether they are providing the information required. A duration of the study is from August 2021 to November 2021. Location of the study is Chennai and above 18 age group people were targeted.

TYPE OF QUESTIONS:

- Linear scaling question
- Multiple choice questions
- Agreeability scale.

ANALYTICAL TOOLS

HYPOTHESIS ANALYTICAL TOOLS(SPSS)

CHI-SQUARE:

A chi-square test is a statistical test used to compare observed results with expected results. The purpose of this test is to determine if a difference between observed data and expected data is due to chance,

or if it is due to a relationship between the variables you are studying.

ONEWAY ANOVA:

One-way analysis of variance is a technique that can be used to compare whether two samples mean are significantly different or not.

ONE SAMPLE T-TEST:

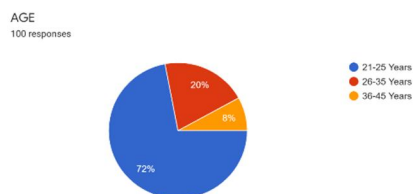
The **one-sample t-test** is a statistical hypothesis test used to determine whether an unknown population mean is different from a specific value.

IV. DATA ANALYSIS AND INTERPRETATION

Table 4.1.1 Age of the respondents

Age of the respondents	No of respondents	Percentage (%)
21-25 Years	72	72%
26-35 Years	20	20%
36-45 Years	8	8%
TOTAL	100	100 %

Chart 4.1.1 Age of the Respondents



INTERPRETATION

From the above table it is interpreted as (72%) of the respondents are aged between 21-25, (20%) are between 26-35, (8%) are between 36-45.

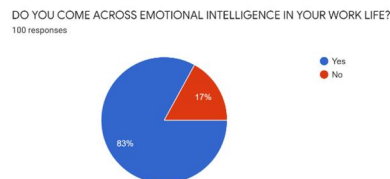
INFERENCE

Majority of the respondents (72%) are aged between 21 – 25years.

Table 4.1.2 Do you come across emotional intelligence in your work life?

Particulars	No of respondents	Percentage (%)
Yes	83	83%
No	17	17%
TOTAL	100	100

Chart 4.1.2 Do you come across emotional intelligence in your work life?



INTERPRETATION

From the above table it is interpreted as (83%) of the respondents across emotional intelligence in work life and (17%) of the respondents not across emotional intelligence in work life.

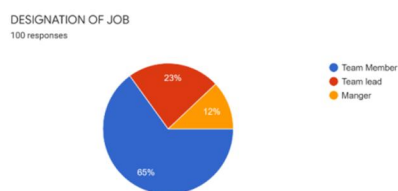
INFERENCE

Majority of the respondents (83%) are across emotional intelligence in work life.

Table 4.1.3 Designation Of Job

Particulars	No of respondents	Percentage (%)
Team member	65	65%
Team lead	23	23%
Manger	12	12%
TOTAL	100	100

Chart 4.1.3 Designation of job



INTERPRETATION

From the above table it is interpreted as (65%) of the respondent's team member, (23%) is at team lead and (12%) is at manager.

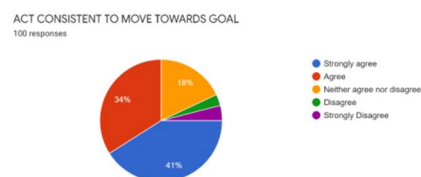
INFERENCE

Majority of the respondents (65%) team member.

Table 4.1.4 Act consistent to move towards goal

Particulars	No of respondents	Percentage (%)
Strongly agree	41	41%
Agree	34	34%
Neither agree nor disagree	18	18%
Disagree	3	3%
Strongly disagree	4	4%
TOTAL	100	100%

Chart 4.1.4 Act consistent to move towards goal



INTERPRETATION

From the above table it is interpreted as (41%) of the respondents are strongly agree that they act consistent to move towards goal (34%) are agreed, (18%) are neither agree nor disagree and (3%) are disagree and (4%) are strongly disagree.

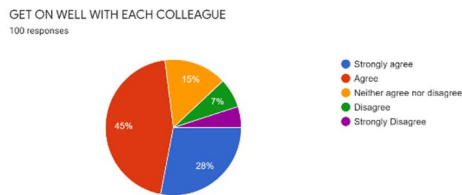
INFERENCE

Majority of the respondents (41%) are strongly agreed that they act consistent to move towards goal.

Table 4.1.5 Get on well with each colleague

Particulars	No of respondents	Percentage (%)
Strongly agree	28	28%
Agree	45	45%
Neither agree nor disagree	15	15%
Disagree	7	7%
Strongly disagree	5	5%
TOTAL	100	100%

Chart 4.1.5 Get on well with each colleague



INTERPRETATION

From the above table it is interpreted as (28%) of the respondents are strongly agree that they get on well with each colleague (45%) are agreed, (15%) are neither agree nor disagree and (7%) are disagree and (5%) are strongly disagree.

INFERENCE

Majority of the respondents (45%) are agreed that they get on well with each colleague.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.965 ^a	2	.019
Likelihood Ratio	12.473	2	.002
N of Valid Cases	100		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.36.

Since p value is .019 is greater than 0.05, the null hypothesis is rejected and alternative hypothesis is accepted. There is significance relationship between these variables.

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Act consistent to move towards goal	18.779	99	.000	1.950	1.74	2.16

INTERPRETATION:

Since p value is .000 is lesser than 0.05, the alternative hypothesis is rejected and null hypothesis is accepted. There is no significance relationship between these variables

CONCLUSION

Thus, this study gives a conclusion on how emotional Intelligence affects the performance of an employee. Based on the percentage analysis it is clearly noted that most of the people completely agree on the five components of emotional intelligence especially when it comes to Self - awareness and motivation and some of them strongly agree on the performance dimension of EI such as Relationship factor and responsibility factor, while in some areas like empathy and social skills people neither agree nor disagree. Some areas can be improved by giving Training, Motivation and developmental programs. In

case of Correlation analysis there is high correlation between awareness on emotions on other people and how to act decisively during tough situations.

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ANNEXURE III

BIOGRAPHY

NAME: MATHUMITHA.R

REG NO: 40410096

EMAIL ID: mathuravi005@gmail.com

PROFILE SUMMARY

To complete my research thesis and to gain good knowledge and to publish my article regarding my thesis.

Degree	Board/ university	Name of the Institute	Year	Percentage / CGPA
MBA (FINANCE AND OPERATIONS)	DEEMED UNIVERSITY	SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY.	PURSUING (2020 – 2022)	8.0%
B.COM (Corporate Secretaryship)	MADRAS UNIVERSITY	Shri Shankarlal Sundarbai Shasun Jain College	2020	60%
HSC	STATE BOARD	THE HOLY CROSS MARTICULAR HIGHER SECOUNDARY SCHOOL	2017	66%
SSLC	STATE BOARD	THE HOLY CROSS MARTICULAR HIGHER SECOUNDARY SCHOOL	2015	75%