

A STUDY OF EMOTIONAL INTELLIGENCE AND ITS IMPACT ON PERFORMANCE OF EMPLOYEES IN IT SECTORS, CHENNAI CITY

Submitted in partial fulfillment of the requirements for the award of

Master of Business Administration

by

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SCHOOL OF BUSINESS ADMINISTRATION

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE
JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119**

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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of Ms. ANDREA KAREN RODRIGUES (39410013) who carried out the project entitled “**A study on Emotional intelligence and its impact on the performance of employees in IT sector, Chennai city**” under my supervision from January 2021 to March 2021.

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DECLARATION

I, **ANDREA KAREN RODRIGUES, 39410013** hereby declare that the Project Report entitled “**A study of Emotional Intelligence and its impact on the Performance of employees in the IT Sector, Chennai city**” done by me under the guidance of Dr. M. Lavanya, at SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY is submitted in partial fulfillment of the requirements for the award of Masters of Business Administration degree.

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PLACE: Chennai

ANDREA KAREN RODRIGUES

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ABSTRACT:

Emotional intelligence (EI) considerably and absolutely contributes towards employees' tasks and discourse performance. Previous studies have explored this relationship in descriptive and/or cross-sectional analysis styles that failed to establish a real causative relationship. It is an essential factor responsible for determining success in life and psychological wellbeing seems to play a vital role in shaping the interaction between managers and employees in their work environment.

The purpose of this study is to measure the emotional intelligence of employees in the IT sector in Chennai city and to evaluate the performance of EI in relation to performance of employees. As a part of the intelligence interventions, there are five emotional intelligence factors and they are: Self-awareness, Self-regulation, Self-motivation, Social awareness, and Social skills. The research uses the Convenience sampling method, attempting to discover how Emotional Intelligence and its dimensions (factors) are significantly related to the job performance of an employee. The data were collected from employees in the IT Sector from all age groups in Chennai city. The questionnaire circulated through Google form received 120 responses. Descriptive analysis, Regression, Correlation, ANOVA, and T-test were used to analyse the given data.

The study reveals that there is a significant relationship between Emotional intelligence and the Performance of the employees. The factors of Emotional Intelligence also show that they are positively correlated to each other. There also exists a positive correlation between Emotional Intelligence and Performance of the employees

Keywords: Emotional intelligence; Performance; Self-Awareness; Self-Regulation; Self-Motivation; Social skills; Social Awareness

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LIST OF ABBREVIATIONS:

EI – Emotional Intelligence

EQ – Emotional Quotient

EIQ – Emotional Intelligence Quotient

EQ-i – Emotional Quotient Inventory

IQ – Intelligence Quotient

IT-ITES – Information Technology – Information Technology Enable Services

IT – Information Technology

BPM – Business Process Management

USP – Unique Selling Price

CAGR – Compound Annual Growth Rate

CHAPTER 1: INTRODUCTION

1.1 PREFACE

Emotional intelligence (EI) otherwise conjointly called Emotional Quotient (EQ) and Emotional Intelligence Quotient (EIQ) is that the ability to know, use, and manage one's own emotions in positive ways that to alleviate stress, communicate effectively, sympathize with others, overcome challenges and take away conflict. It helps you to make stronger relationships, succeed at the operating atmosphere, and deliver the goods your career and private goals. It may also assist you to attach together with your feelings, flip intentions into action, and create knowing choices concerning what matters most to you.

Emotional Intelligence has been found to be a very important predictor of assorted desirable structure outcomes, like job performance, job satisfaction, structure citizenship behaviour, and structure commitment. Daniel Goleman outlined Emotional Intelligence at the side of the array of its factors Self-Awareness, Self-regulation, Self-motivation, Social awareness, and Social skills. Emotional intelligence refers to the power to understand, control, and value emotions. It plays a very important role in serving to the managers and workers to address the dynamic changes that occur within the business atmosphere. Some researchers recommend that emotional intelligence may be learned and strong, whereas others claim that it's associate inborn characteristic.

Employees have to be compelled to enhance their emotional intelligence skills, except for technical sills, that successively can enhance their productivity on the work. Management of emotional intelligence by team members can facilitate in developing social skills of the team members. If a corporation has to be successful; it's to develop its employee's emotional intelligence skills. Emotional intelligence may be a topic of growing interest in organizations and in analysis atmosphere. Trendy technology and economic process have diode the mankind into a zooming life wherever the risks concerned area unit high. The general public in organizations nowadays endure motions of crumbling trust, jarring uncertainty, suppressed creative thinking, distance between managers and

colleagues, and vanishing loyalty and commitment. During this environment, the organizations area unit either unaware of these symptoms or don't need to acknowledge them (majority of the days,), as they'd have to be compelled to do one thing concerning it. Emotional intelligence entails recognition and understanding of those problems in organizations

In the trendy competitive world, the conditions of organization have to be compelled to be modified often additionally as often. Emotional intelligence helps the workers to cope up with this dynamic amendment within the business atmosphere. The emotional intelligence supports managers and workers to acknowledge and perceive the emotional imbalance within the work atmosphere and helps them to retain or develop a possible relationship with others. The applying of emotional intelligence within the organization includes areas like personnel choice, development of workers, groups and therefore the organization.

The conception of emotional intelligence is associate umbrella term that captures a broad assortment of individual sills and inclinations, sometimes brought up as soft sills or entomb and intra-personal sills, that area unit outside the standard areas of specific data, general intelligence, and technical or skilled sills. Most of the authors on the subject note that so as to be a well-balanced, totally functioning member of society (or friend, spouse, employee, etc.), one should possess each ancient intelligence (IQ) and emotional intelligence. Emotional intelligence involves being attentive to emotions and the way they'll have an effect on and move with ancient intelligence (e.g., impair or enhance judgment, etc.). This read fits well with the ordinarily command notion that it take quite simply brains to reach life – one should even be able to develop and maintain healthy social relationship. Considering this angle it may be assumed that emotional intelligence is nothing new. Emotions area unit associate intrinsic a part of our biological makeup, and each morning they march into the workplace with us and influence our behavior. On some level, we tend to continually grasp that the power to know, monitor, manage and capitalize our emotions will facilitate us to require higher call, address setbacks and move with alternative effectively. Currently it's attainable to prove the operating emotional

intelligence within the organizations with the arduous knowledge provided by Goleman and alternative researchers.

At a model level, Emotional intelligence helps workers who is aware of his capabilities, his job, has associate outlook within the future, and is assured of a well-thought action. This may be a lot of valuable than the action of associate worker with high IQ and sensible nineteen data, but low EI. This is often wherever, emotional intelligence plays a major role within the organization associated becomes a very important criterion of analysis and judgment of an effective employee. At a natural object level, EI will increase productivity and trust inside and across the organization.

Emotional intelligence may be a topic of growing interest in organizations and in analysis atmosphere. Trendy technology and economic process have diode the mankind into a zooming life wherever the risks concerned area unit high. The general public in organizations nowadays endure motions of crumbling trust, jarring uncertainty, suppressed creative thinking, distance between managers and colleagues, and vanishing loyalty and commitment. During this environment, the organizations area unit either unaware of these symptoms or don't need to acknowledge them majority of the days, as they'd have to be compelled to do one thing concerning it. Emotional intelligence entails recognition and understanding of those problems in organizations

Researchers nowadays have an interest to find the consequences of emotional of emotional intelligence on workers and thereby on organizations by analyzing the varied alternative sides of combining weight. Company interest seems to be powerfully associated with be continued explore for the simplest way of securing property competitive advantage which might develop through attention to individuals problems. Emotional intelligence improves individual and structure performance. It plays a major role within the quite work associate worker produces, and therefore the relationship he or she enjoys within the organization.

The purpose of this study is to look at the role that emotional play on employees' performance. Hence, this study examines the connection between emotional intelligence, and employees' performance

1.2 .ELUCIDATION

1.2.1 *Emotion*

Emotions are biologically stated as that which is related to all of the nerve systems brought on by neuroscience changes multifariously related to thoughts, feelings, behavioral responses, and a degree of enjoyment or chafe. Consistent with Random House wordbook of the English Language presents the term feeling is "an emotive state of consciousness". Successively the wordbook defines emotive as: "Pertaining to feeling or feeling, particularly to enjoyable or unpleasable aspects of a cognitive operation." What comes out of this exercise is that feeling is distinct from psychological feature (thinking) and volition (will, or motivation). There are 3 states of mind, then, 3 ways during which we will read ourselves and our world.

1.2.2 *Intelligence:*

Intelligence has been outlined in many alternative ways that. The definition that makes the foremost sense for our functions could be as follows: "intelligence is a set of psychological feature skills, which permit us to accumulate data, to find out and to unravel issues. It's the capability for logic, understanding, cognizance, learning, emotional data, reasoning, planning, creativity, important thinking, and problem-solving.

1.2.3 *Emotional Intelligence:*

It is currently well accepted that emotions are a vital tool for triple-crown and fulfilling life however if emotions are out management, it may end up in issues. In day-to- day life, they have an effect on our relationships with others, our self-identity and our ability to finish a task; emotional method isn't an isolated development however element of general expertise, perpetually

influencing and influenced by alternative processes happening at an equivalent time. Emotions are personal experiences that arise from advanced interaction among physiological, psychological feature and situational variables. To be effective the psychological feature processes should be uncontrolled of the emotions, so they work for instead of against.

According to Mayer and Salovey, examining a lot of advanced manifestations of Emotional Intelligence typically needs understanding of individual's cultural framework. Also, all questions on emotions do not have the correct answers. Salovey and Mayer say that emotional intelligence involves the power to understand accurately, the appraisal and expression of emotions, the power to assess and / or generate feelings after they facilitate thought; the power to grasp emotions and emotional data and therefore the ability to control emotions to market emotional and intellectual growth.

Goleman viewed emotional intelligence because the ability to grasp and manage one's own emotions, acknowledge them in others and to handle relationships. It includes skills like having the ability to encourage one self and continue the face of frustrations, to regulate impulses and delay gratifications, to control one's mood and keep distress from swamping the power to assume, to sympathize and to hope. This definition of emotional intelligence includes self-control, zeal and persistence, and therefore the ability to encourage oneself.

Goleman calls emotional intelligence "a master power, a capability that deeply affects all alternative skills, either facilitating or intrusive with them". Goleman also asserts that "There is intelligence within the emotions and therefore the senses during which intelligence are often dropped at emotions. Emotional intelligence could be a master power, a capability that deeply affects all alternative skills, either facilitating or intrusive with them. The idea of Emotional Intelligence was popularized by Daniel Goleman in his book "Emotional Intelligence: Why it will matter more than IQ". Emotional intelligence is outlined because the ability to spot, understand, use and manage one's and other's emotional states effectively. (Goleman, 2006)

1.3 STATEMENT OF THE PROBLEM:

With the worldwide embracement of emotional intelligence within the 1st decade of twenty first century, business students and practitioners began to place a bigger stress on that as a vital worker ability throughout the processes of hiring, promotion, and worker development. Currently, organizations face the matter of comparatively lower level of emotional intelligence during a majority of workers. Organizations at this cutthroat epoch, is during a robust connotation of hiring of and holding the foremost appropriate workers solely with them. So as to accomplish this purpose, performance analysis has become a powerful necessity for each the workers and employers in several senses.

On appraising a worker, beside the skilled and behavioral aspects, various psychological and social options also are to be accounted into. In such a stage, Emotional intelligence plays an important role within the method and estimation of job performance. The construct of Emotional Intelligence is gaining importance across IT organizations.

This study aims at serving to IT organizations build simpler policies with reference to Emotional Intelligence. It additionally helps the organizations introduce Emotional Intelligence biological process programs and encourages sharing of best practices across IT organizations. Additional the study facilitates to create organization wide culture, effective use of policies and programs and additionally higher integration between official assignments and non-official however work connected activities. Hence, by giving effective policies and inspiring workers to form use of the obtainable policies and programs the organizations can successively increase the workers 'level of satisfaction and additionally commitment towards the organization.

This policy can facilitate the organization retain it best or talent workers which can after contribute to value saving. Within the competitive IT world state of affairs, the construct of emotional intelligence plays a really crucial role. Analysis suggests that ancient intelligence i.e. IQ contributes solely 2 hundredth to an individual's success whereas emotional intelligence i.e. equivalent contributes eightieth. This study

helps to know the importance and also the role emotional intelligence in enhancing the individual and groups 'performance and thereby up structure effectiveness.

The study additionally helps to spot however appraisal, expression, recognition, regulation and use of emotions facilitate performance. Although the skilled success of a worker in a corporation is also taken as an integrated impact of his or her psychological feature and emotional intelligences, its eighty proportion of contribution is from the emotional part and twenty percentages is from the psychological (cognitive) feature a part of the complete intelligence of a worker. Hence, within the method of performance analysis, emotional intelligence plays a well manifested role.

Psychological feature intelligence of a personal could facilitate him to induce entered into a corporation, whereas, emotional intelligence is useful to make sure him to sustain therein organization with all progressive measures. On average, workers possessing an exceptional degree of emotional intelligence are placed during a distinguished grade. This analysis tries to investigate the link between the size of Emotional Intelligence and also the job performance of the respondents and thereby to cross check whether or not the previous influences the latter during a positive sense or not.

1.4 SCOPE OF THE STUDY:

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

1.5 NEED FOR THE STUDY:

Organisations these days thrive in an environment setting that's defined by speedy increase of competition. Business organisations face challenges that embody managing risks and uncertainty during an extremely competitive setting. They have to balance the exhausting metrics and soft skills to make sure that workers are motivated and also the strategic goals of organisations are met with. Soft skills are

basically the talents of relationship management and power, underpinned by emotional intelligence. These embody the power to empathize with others, manage conflict, deal with ambiguity and contradiction in terms, and navigate a route through complicated social and strategic eventualities.

Emotional Intelligence helps the workers to extend their emotional consciousness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relations inside and across the organization and also thereby increase the performance of every worker and the organization as an entire.

“Emotional intelligence is one among the few key characteristics that offers rise to strategic leaders in organizations”. Emotional intelligence plays a big role within the organization and becomes a vital criterion of analysis for judgment of a good worker, will increase productivity and trust inside and across the organization.

1.6 OBJECTIVES OF THE STUDY:

- The primary objective of this study
 - i. To measure the emotional intelligence of employees in the IT sectors.
- The secondary objectives includes:
 - i. Is to analyze the relationship between emotional intelligence and employee performance in the IT sectors in the Chennai city.
 - ii. To analyze the demographic profile of employees in association with the factors of Emotional Intelligence.
 - iii. To exhibit the growth and development of IT industry in Chennai city
 - iv. To suggest measures to improve emotional intelligence and enhance performance of workers in the IT industry.

1.7 GROWTH AND DEVELOPMENT OF IT SECTOR IN CHENNAI CITY:

India is that the world's largest sourcing destination for the knowledge technology (IT) business, accounting for roughly fifty two per cent of the US\$ 124-130 billion market. The industry employs concerning ten million folks and continues to contribute considerably to the social and economic transformation within the country. The IT business has not only solely reworked India's image on the worldwide platform, but however has conjointly fuelled economic process by energising the upper education sector particularly in engineering and engineering. India's value aggressiveness in providing IT services, that is or so 3-4 times cheaper than the U.S.A., continues to be its USP within the world sourcing market. The Indian IT and ITES business is split into four major segments – IT services, BPM, software system product and engineering services and hardware. **(Arlin Roosma, 2015)**

India has emerged because the quickest growing marketplace for hollow globally and therefore the third largest market in terms of revenue when the U.S.A. and China, said Mr. Alek Ohrie, decision maker, Dell India.

As of 2012, metropolis is India's largest businessperson of knowledge technology (IT) and business method outsourcing (BPO) services next to city. it's the biggest operations for India's high software system company TCS, Infosys (has world's largest development center with 25,000 staff in Mahindra world town at Paratur close to Chengalpattu, and lots of centers in IT corridor), and lots of different CMMI-level five firms HCL, Quest world, UST Global, Verizon, cognizant and services firms style Edge Technologies, SRM Technologies, ePay, Paypal and additional have their head-offices, regional-offices and development centres here. The main IT firms placed in OMR, Ambattur, and Guindy.

Tidel Park in metropolis was beaked as Asia's largest IT Park once it had been designed. Notable school parks are International school Park, DLF SEZ, Mahindra World town, SIPCOT IT Park, Olympia school Park and Ramanujan IT town. Town has associate degree highway referred to as because it expressways and a most

well-liked location for IT industries. Major software system firms have their offices came upon here, with a number of them creating metropolis their largest base.

IT-ITeS business has conjointly mature steady within the town, primarily thanks to the value advantage and handiness of a decent talent pool. Town hosts IT majors like HCL, Wipro, Infosys, IBM, Cognizant, L&T, TCS, Mphasis, WNS, and Accenture. Tamil Nadu's IT-ITeS exports stood at U.S.A. \$16.93 billion in 2017-18 that has mature at a CAGR of nine.17% since 2012-13. Chennai's the key contributor of IT-ITeS exports from the state. The IT-ITeS sector has been a dominant economic driver of town within the past decade. Business estimates that until 2017-18 the revenues of the arena were around U.S.A. \$18.51 billion and created direct employment of over 400,000 people.

CHAPTER 2: LITERATURE REVIEW:

2.1 CONCEPTUAL FRAMEWORK OF THE STUDY:

Intelligent quotient makes an attempt to spot one's psychological feature capability. For several years' now intelligence has been measured solely by ratio. Those that have high intelligent quotient or superior intelligence might not succeed all the time as a result of customary psychological feature intelligence isn't enough to predict performance in a personal.

There's another sort of intelligence that is important for survival and success - its Emotional Intelligence; Emotional Intelligence involves understanding and dominant one's own emotions and recognizing emotions of others. Emotions measure the supply of innate knowledge and it provides potential data to an individual every single day. Those that have the flexibility to sense and perceive ones own emotions and of others make use of emotional intelligence.

Researchers recommend that emotional intelligence accounts for ninety percent (90%) of their success of structure leaders. Most of the studies reveal that individuals with high level of emotional intelligence expertise success in their careers and square measure capable of building robust inhume relationship.

Emotional intelligence and job satisfaction measure two ideas of high interest within the fashionable work atmosphere. They function a competitive draw near personal and structure life. Emotional intelligence could be a sort of intelligence that has been heavily studied in science, psychological science and business, however not in IT sector in Madras. The current study relies on the idea that application of emotional intelligence will increase IT skilled effectiveness and scale back activity stress among them. During this half, the research worker has analyzed the background of the study space.

2.2 REVIEW OF LITERATURE:

2.2.1 Emotional intelligence

Thorndike (1920) was one of the first theorists to introduce the idea of different types of intelligences; his notion of social intelligence was defined as the ability of the individual to act competently within the realm of social interaction, using one understands of the self and others to guide those actions. He believed social intelligence to be a component within the universal domain of intelligence to be a component within the universal domain of intelligence. **Wagner and Sternberg (1985)** compared EQ with other psychological measures to determine if WQ predicts success in areas outside of the work environment. These studies have revealed a link between how people manage themselves, others, and their

Robertson (2007) provided an overview of the concept of EI and its historic and theoretical foundations. Strategies for developing and implementing skills related to EQ to enhance clinical competence and cultural proficiency are explored.

Dunn et al (2007) examined whether people who are high in emotional intelligence (EI) make more accurate forecasts about their own affective responses to future events. Affective forecasting ability was assessed using a longitudinal design in which participants were asked to predict how they would feel and report their actual feelings following three events in three different domains: politics and academics.

Emotional intelligence plays an important role in the workplace. Research studies during the past 25 years about factors that contribute to success in workplace have resulted in identifying factors that are related to workplace intelligence. These studies used quantified data on performance from myriad organizations and industries and have contributed to the knowledge base in EQ. The activities in this book are grouped in various core competencies associated with EI (**Lynn, A. B. 2002**). Says that Emotions contain vital information that helps managers and employees “to be better at what we do”

(Wolfe C.J... & Caruso, 2004,). In the past fifteen years, much has been written about emotional intelligence and its role in the workplace. The experts in the field of emotional intelligence have offered definitions and models to understand the concept of emotional intelligence and its impact on employee and manager's life and work. The theory of emotional intelligence is developed and conceptualized into three models ability model, traits model and mixed model.

According to John Mayer and Peter Salovey (1993) emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others. It also involves the ability to regulate one's emotions to use them to make good decisions and to act effectively.

(BarOn, R. 2000) says intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that EI develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes, individuals with higher than average EQs are, in general more, successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems.

(Goleman, D. 1995) posits that emotional intelligence is as important as IQ for success, including in academic, professional, social, and interpersonal aspects of one's life. Goleman says that emotional intelligence is a skill that can be taught and cultivated, and outlines methods for incorporating emotional skills training in school curriculum. He has defined emotional intelligence as "the abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; and to emphasize and to hope. Goleman presents emotional intelligence as a skill with two key areas in his emotional competence framework; "personal competence" which represents how to manage ourselves (i.e. self-regulation, self-motivation, etc.) and "social competence"

which represents how to manage relationships (i.e. empathy, and social skills). **(Goleman, D. 2001)** Redefined Emotional intelligence as the ability through which a person could screen his emotions, other persons' emotions, differentiate between various emotions and label them and consequently he might use this emotional information to guide his thinking and behaviour.

Emotion is a powerful psychological action that can affect behaviour and performance in an important way. Emotional intelligence is a powerful psychological skill that can affect behaviour and performance in important ways **(Brown, S.P., Cron, W.L., & Slocum, J.W. 1997)**

(Mayer, J. D., Roberts, R. D., & Barsade, S. G. 2008) defined emotional intelligence as a skill which could help a person to accurately perceive, understand, manage and use emotions in facilitating appropriate thoughts and behaviours.

Palmer et al (2003) discussed the relationship between emotional intelligence, personality and effective leadership in three separate samples. The relationship between the workplace suite, a workplace measure of emotionality, namely, Neuroticism, Extraversion and Openness were examined.

Petridis and Adrian Furnham (2006) investigated the relationships between trait emotional intelligence and 4 job-related variables (perceived job control, job stress, job satisfaction, and organizational commitment). Perceived job control had a negative effect on stress and a positive effect on satisfaction. Stress had a negative effect on satisfaction, which, in turn, had the strongest positive effect on commitment.

2.2.2 Models of emotional intelligence

There are three major models of emotional intelligence which include **Ability Model, Trait Model, and Mixed Model.**

(Mayer, J. D., Salovey, P., & Caruso, D. R. 2004) talks about the **Ability model**, emotional intelligence is considered as an individual's ability to process emotional information and use it to navigate the social environment .The ability-based model views emotions as useful sources of information

that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviours. The model claims that EI includes four types of abilities: perceiving emotions, using emotions, understanding emotions, and managing emotions.

Trait Model considers emotional intelligence as a personality trait encompassing through behavioral dispositions. **(Petrides, K. V., & Furnham, A. (2001).**

The **Mixed Model** considers emotional intelligence as ability and as well as a trait. The model defines emotional intelligence as an array of skills and characteristics. **(Goleman, D. 1998)**

Apart from these Emotional Intelligence has been conceptualized with the help of four other models. Taking into consideration the theoretical developments and researches done in the field there seems to be five main models which have gained importance for conceptualizing emotional intelligence namely, Daniel Goleman's Model of Emotional Intelligence, Bar-On's Model of Emotional Intelligence, Cooper and Sawaf Four Cornerstone Model and Six Seconds' Model of Emotional Intelligence. **(Kewalrmani et al, 2015).**

A. *The Bar-On Model characterizes Emotional Intelligence* as a set of emotional and social competencies, skills and facilitators. Emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively understand and express ourselves, understand others and relate with them, and cope with daily demands **(Bar-On, 2006)**. The five domains that are used to assess emotional-social competencies include Self- Perception, Self-Expression, Interpersonal, Decision-making and Stress Management. The Bar-On model is operationalized by the Emotional Quotient Inventory (EQ-i). The EQ-i is a self-report measure of emotionally and socially intelligent

behavior that provides an estimate of emotional-social intelligence
(**Bar-On, 1997**)

- B. Daniel Goleman's model characterized Emotional Intelligence as an understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living' (**Goleman, 1995**). The five components of Emotional Intelligence included self-awareness, self-regulation, internal motivation, empathy and social skills. Self-awareness, self-regulation and internal motivation, were grouped as Personal competencies. Empathy and social skills were grouped as Emotional competencies.
- C. The model elucidates the four cornerstones of Emotional Intelligence and how these can aid in enhancing intellectual performance. When emotions are acknowledged and guided constructively, they enhance intellectual performance. Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of energy, information, connection and influence (**Cooper and Sawaf, 1998**). The four cornerstones of Emotional Intelligence included emotional literacy, emotional fitness, emotional depth and emotional alchemy. This model formed the base for The Emotional Quotient Map (EQ Map) for assessing emotional intelligence
- D. The Six Seconds' model was developed by a Six Seconds, a global nonprofit network that focused on Emotional Intelligence as a construct that can be taught and practiced. This model proposed a framework that enhanced the practice of Emotional Intelligence competencies through teaching and learning. The three actions or pursuits that form the basis for Emotional Intelligence include, "Know yourself, choose yourself and give yourself." The Six Seconds Emotional Intelligence Assessment (SEI) is a suite of well validated, effective assessment tools that measure EQ and equip people with a framework for putting emotional intelligence into action.

2.2.3 Skills of Emotional intelligence

In the ability model, there are four (04) basic emotional intelligence skills including self-awareness; self-management; social awareness; and social management (**Bradberry, T., & Greaves, J. 2009**)

- **Self-awareness** is the ability to accurately perceive one's own emotions and becoming aware of the emotions as they happen. It is the mirror of a person's tendencies while responding to specific situations and/or people.
- **Self-management** is the ability to use awareness of one's own emotions to stay flexible and positively direct his/her behavior. It is the practical phase in which a person controls his/her emotional reactions to specific situations and/or people.
- **Social awareness** is the ability to accurately understand and focus on other people's emotions in a true sense. It enables a person to understand and evaluate others' emotions irrespective of his/her own emotion
- **Relationship management** is the ability to effectively use self-awareness and social-awareness skills while interacting with other people and/or situations. It enables a person to effectively communicate and resolve conflicts in difficult situations.

(**Hutchinson, M., & Hurley, J. 2013**) The first two skills are related to a person's own self while the third and fourth skills are related to the other persons with which a person has interaction. A later study on this array of skills revealed that all four skills are deemed necessary in a workplace environment.

2.2.4 Relationship between emotional intelligence and employee performance

Job performance is the way employees perform their work. **Laff (2008)** stated that organizations are including Emotional Intelligence as a required competence for enhancing performance. Organizations want to create high

performance workers and emotional intelligence assists in defining excellent performers and low level performers in organizations (**Druskat and Wolff, 2001**). A multitude of studies suggest that Emotional Intelligence is a strong predictor of job performance. In a study that examined workers in a cigarette factory in China, Emotional Intelligence was found to predict employee performance (**Law, Wong, and Song, 2008**). Individuals with a high level of emotional intelligence are able to direct positive emotions to uphold the energy needed for high performance over long periods of time and to redirect negative emotions into productive behaviours

(**Rotundo, M., & Sackett, P. R. 2002**) Talks about Employee performance and refers it as the achievement of goals in an effective and efficient manner. Employee performance is divided into two distinct dimensions of in-role performance and extra-role performance. In-role performance consists of completing obligatory job tasks formally required by a job (**Williams & Anderson, 1991**) whereas extra-role performance includes organizational citizenship behaviours which positively contribute in achievement of organizational goals by creating a positive impact on the social and psychological conditions of an organization

Richards and Pryce (2006) showed emotional intelligence had a significant effect on job control and work performance. Researches indicated that Emotional Intelligence was associated with productivity, job performance and Organisational performance. (**Gantt32 and Agazarian, 2004; Higgs, 2004; Leban and Zulauf, 2004; Ashakanasy and Daus, 200533; Cote, 2006; Barbuto and John d Burbach, 2006**).

Langhorn (2004) found a correlation between Emotional Intelligence and profit performance in business organizations. **Young and Dulewicz (2007)** in their study among officers of British Royal Navy confirmed that IQ, MQ, and EQ are all positively rated to job performance and finds that EQ makes the greatest contribution to officers' leadership and job performance. Employees having higher emotional intelligence show a better quality of work

performance as compared to their counterparts (**Rangarajan and Jayamala, 2014**).

There was a significant relationship between the labor's emotional intelligence and their job performance. (**Shooshtarian et al, 2013**). All the four dimensions of emotional intelligence (self-emotional appraisal, others' emotional appraisal, use of emotion, and regulation of emotion) were positively significant associated with job performance (**Yoke and Panatik, 2015**). Emotional Intelligence is a significant predictor of job performance (**Aw et al, 2008**). A study among sales executives revealed that emotional intelligence has an impact on their performance (**Babu, 2013**)

Pauloetal. (2006) reaffirmed the positive relationship in between the emotional intelligence and job performance measures along with positive workplace outcomes, through a study in the finance department of a Fortune 400 insurance company. It was also revealed that employees with higher index of emotional intelligence were received greater merit increases and were holding higher ranks in the company than others. A better grade of peer and supervisor ratings of interpersonal facilitation and stress tolerance were observed in these employees than others. These associations, under few exceptions, maintained a statistical significance including age, gender, education, verbal ability and personality traits.

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

Dulewicz, V., & Higgs, M. (2000) found emotional intelligence as a key success factor that directly contributed more than managerial intelligence and intelligence quotient (IQ) in employee performance.

Cesar Douglas et al (2000) investigated the relationship between conscientiousness and performance is stronger for individuals who are high on emotional intelligence. The results of hierarchical moderated regression analyses supported the hypothesis by demonstrating that the relationship

between conscientiousness and work performance is positive for individuals high (versus low) in emotional intelligence.

Bagshaw, M. (2000) Says that Moreover, emotional intelligence also contributed positively in overall organizational performance and business success. Therefore, employers have started to hire employees with a higher level of emotional intelligence (**Cadman & Brewer, 2001 Cadman, C., & Brewer, J. (2001)**)

Researchers believed that emotional intelligence skills could be learnt and enhanced through training and coaching interventions. Enhanced level of emotional intelligence would positively contribute towards enhancement of employee performance as an outcome.

2.2.5 Relationship between occupational stress, emotional intelligence and job performance

(Salovey, P. & Mayer, J. D. (1990). Ability based model of emotional intelligence explains that the level of emotional intelligence will increase individuals' competencies and this can increase their ability to decrease stress situations and increase positive individual attitudes and behaviors.

Johnson et al (2005) examined occupational stress across a number of different occupations and the relationship between job satisfaction and health. They identified six occupations (out of 26 included in the study) as being the most stressful regarding poor health and lowered job satisfaction. These occupations were: ambulance, teachers, social, services, customer service call centers, prison officers more stressful, in terms of negative outcomes, supports earlier work on the ambulance service.

(Goleman, D. (1998). (2003) emotional intelligence stresses that the level of emotional intelligence will increase individuals' competencies and this may help them to decrease environmental strains and increase leadership effectiveness in organizations.

Gillespie, N.A., Walsh, M., Winefield, A.H., Dua, J., Stough, C (2001) talks about the Application of the emotional intelligence theories in a workplace

stress management shows that the ability of employees to properly manage their emotions and other employee emotions will not directly increase job performance, but its effect on job performance may increase if employees have sufficient abilities to cope with physiological and psychological stresses in the workplace {**Harrison (1978), Karasek & Theorell (1990), Lazarus (1994), Slaski & Cartwright (2002, 2003), Nikolau & Tsaosis (2002)**}.

Williams and Cooper (1998) applied the Pressure Management Indicator (PMI) which is a 120-item self-report questionnaire developed from the Occupational Stress Indicator (OSI). The outcome scales measure job satisfaction, organizational satisfaction, organizational security, organizational commitment, anxiety depression, resilience, worry, physical symptoms, and exhaustion. The stressor scales cover pressure from workload, relationships, career development, managerial responsibility, personal responsibility, home demands, and daily hassles. The moderator variables measure drive, impatience, control, c decision latitude, and the coping strategies of problem focus, life work balance, and social support.

Manfred and de Varies (1999) discussion focuses on the organizational context. For some executives, the stresses and strains of midlife become the catalyst for this emotional dysfunctional emotional behavior pattern whereby individuals experience very little pleasure. Although this phenomenon touches all parts of life, this paper focuses on organizational context. Some of the characteristics of this dysfunctional emotional pattern of executives in the midlife are discussed in this paper; in addition related experience of depersonalization is highlighted.

2.2.6 Employee Commitment

Stephen P. Robbins and Timothy A. Judge (2009) says that Employee commitment is an individual's psychological attachment towards the organization. In words of defines that organizational commitment is the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.

Meyer, J. P., & Allen, N. J. (1991) developed and published three component model of commitment based on the psychological state which reflects a desire (affective commitment), a need (continuance commitment), or an obligation (normative commitment) to maintain membership in the organization and they also said that commitment must not only view as a mechanism to reduce labour turnover but also increase the commitment for the personal well - being of the employee which leads to willingness to work towards attainment of organizational goals.

Bennett, D. R. (2011) examines that emotionally intelligent managers has a significant influence with the subordinates' organizational commitment.

Dr. S.Yuvaraj & Ms. Sheila Eveline. N (2018) talks about the strong relationship between emotional intelligence and employee commitment. It was says that the factor of emotional intelligence such as self-awareness, social awareness and relationship management influences the employee commitment. Thus, this study helps in identifying the effectiveness of emotional intelligence for both organization and employees.

Gunu, U., & Oladepo, R. O. (2014) also examined that increase in emotional intelligence of the employees will ultimately increase the employee performance and also their commitment level of the employee.

Wiens, K. (2017, December 21). Says that stress and distraction can be broken with the help of emotional intelligence it was also found that emotional intelligence factors such as self-awareness and self-management helps employees to manage their stress effectively.

2.2.7 Conflict management:

Research shows that conflict should not be viewed as a weakness and that it could be useful and constructive and can enhance productivity if handled appropriately (**Bar-On, 1997; Deutsch, 1973**).

Valentine (2001) suggests that, being able to manage conflict effectively is important than planning, communication, motivation, and decision making. Individuals high on managing emotions are likely to prefer the collaboration mode of conflict management while individuals low on managing emotions

may feel inadequate to handle certain situations and may practice the avoidance conflict mode. **Ellis (2010)** established significant correlations between one's level of EQ and ones' preferred conflict management styles. **Shih and Susanto (2010)** found that Emotional Intelligence was an antecedent of conflict management styles for integrating and compromising styles.

2.2.8 Job satisfaction:

Job satisfaction is the emotional reaction a worker has towards his/her job after a comparison of the outputs he/she expects or desires with real outputs. A positive relationship was identified between emotional intelligence and job satisfaction of senior managers (**Carmeli, 2003, p. 792**).

Ford (2010) in a study of frontline staff at a large healthcare organization found that the correlation between emotional intelligence and job satisfaction was partially supported in that there was a statistical significance between emotional intelligence and People on your Present Job (JDIPP).

Psilopanagioti et al (2012) in their study among healthcare professionals, identified that emotionally intelligent physicians seem to be more satisfied with their job and this positive relation is moderated and partially mediated by surface acting component of Emotional Intelligence.

Significant positive correlation was identified between emotional quotient and dimensions of job satisfaction such as public mood, interpersonal relations, intrapersonal relations, and agreeableness (**Najafi and Mousavi, 2012**).

CHAPTER 3: RESEARCH METHODOLOGY

3.1 METHODOLOGY

The research methodology shows the ways and means to be followed in the research activities starting from investigation to presentation of research report. It includes the research design, population of the study, sampling framework, construct development, data collection, framework of analysis and limitations. The methodology followed in the present study is summarized below.

3.2 RESEARCH DESIGN OF THE STUDY:

A research design is a framework for guiding a research project. It describes the procedures essential for obtaining the information required to structure and/or solve the research problems. It enumerates the information needed, the design of the research, the specified measurement and scaling procedures, the construction and pretest of questionnaire, the sampling process, the sample size and the plan of data analysis.

In the present study, the applied research design is descriptive. The study satisfies all aspects related to the characteristics of a descriptive research design as it has its own confined objectives and predetermined methodology. It portrays the demographic profile of employees in IT industry, various factors leading to Emotional Intelligence, outcomes of Emotional Intelligence, impact of Emotional Intelligence on the performance of employees in the IT industry.

3.3 THEORETICAL FRAMEWORK:

The elements accustomed live EI construct were custom-made from Daniel Goleman's Emotional Intelligence Scale. The factors of the Emotional intelligence are the dependent factors. The competency-based model of emotional intelligence by Goleman (2001) has been designed specifically for geographic point applications with a spread of 5 dimensions; Self-Awareness, Self-regulation, Self-motivation, Social awareness, and Social skills.

- **Self-awareness** – the power to grasp one's emotions, strengths, weaknesses, drives, values and goals and acknowledge their impact on others whereas exploitation gut feelings to guide selections.

- **Self-regulation** – involves dominant or redirecting one's turbulent emotions and impulses and adapting to dynamic circumstances.
- **Social skills** – managing relationships to urge together with others
- **Empathy (or) Social awareness** – considering different people's feelings particularly once creating selections
- **Self-Motivation** – being conscious of what motivates them.

Performance measuring scale is consummated with correct and adequate emphasize on numerous personal, skilled, general and further attributes. The skilled attributes embrace Technical competence, talent level, Accuracy, Quality, responsibility, Learning ability, Initiatives, cohesion, Sense of Duty and Drive & Determination. Personal attributes consists of things like Discipline, Honesty, Integrity, Loyalty, timing, Politeness, ethical Ethics, Optimism, behavioral Etiquettes and Trustworthy.

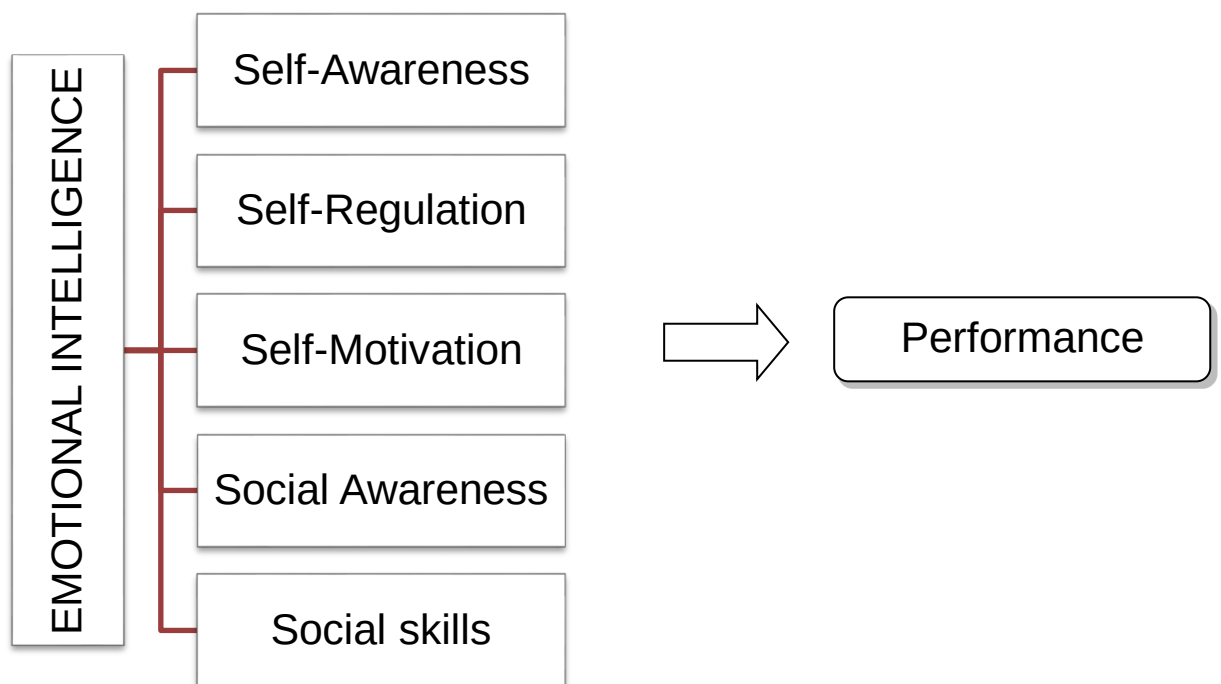


Fig 1.1 Relationship between Emotional Intelligence and Performance

3.4 HYPOTHESIS:

3.4.1 *Emotional intelligence and performance of employees*

Ho: There is no significant relationship between Emotional intelligence and the performance of the employees

H1: There is a significant relationship between Emotional intelligence and the performance of the employees

3.4.2 *Demographic factors and Factors of Emotional intelligence*

Ho: There is no significant Difference between the Demographic factors and the factors of Emotional Intelligence

H1: There is a significant Difference between the Demographic factors and the factors of Emotional Intelligence

3.5 PROFILE OF THE STUDY AREA:

The study area used for the research is the Chennai city. Chennai is the state capital of Tamil Nadu in India and it is located at the north-eastern part of the state. It is a thickly populated city, surrounded by a large number of domestic and multinational corporations. The past two decades have witnessed spiraling growth of IT companies, providing openings to thousands of engineering graduates throughout the country. Some of the IT majors include Tata consultancy services, Cognizant, and others

3.6 SAMPLE SIZE:

A self-administered survey was prepared, that was put together with the help of Google forms and was circulated to all the IT sectors in the Chennai city. The research uses Convenience sampling method, attempting to discover how Emotional Intelligence and its dimensions (factors) are significantly related to the job performance of an employee. The questionnaire circulated through Google form received 120 responses. The analysis of the collected data was made with the help of SPSS software. The data analysis methods carried out for this research was descriptive analysis, Regression, Anova (One-way), Correlation and Independent Sample T-test.

3.7 SOURCES OF DATA:

The study is completely based on primary data. Primary data for the study is collected through the self-administered questionnaire which was circulated through Google forms. The study uses Secondary data for Theoretical framework of the study and Review of literature collected from journals, books, thesis and magazines.

3.8 QUESTIONNAIRE DEVELOPMENT:

The structured questionnaire consisted of 3 sets; the first set consisted of the demographic profile of the employees working in the IT sector, the Second set consisted of the Factors of Emotional Intelligence given by Daniel Goleman namely Self-Awareness, Self-Regulation, Self-Motivation, Social skills and Social Awareness; All the five factors of Emotional intelligence were identified through the review of literature and the third set consisted the Questionnaire to analyze the performance of employees.

Performance of the employees and the factors of Emotional intelligence was measured with the help of 5-point Likert scale namely [Underdeveloped, Needs Improvement, Adequate, Good and Excellent] from 1 to 5, respectively.

CHAPTER 4: ANALYSIS AND INTERPRETATION

Analysis and interpretation are unit central steps within the analysis method. The aim of the analysis is to prepare, classify and summarize the collected knowledge so they will be higher apprehended and understood to offer answers to the queries that triggered the analysis. Interpretation seeks for the broader that means of findings. Analysis isn't consummated while not interpretation; and interpretation cannot proceed while not analysis. So, each area unit bury are dependent to each other. During this chapter a close analysis of the collected knowledge has been tried as per the objectives explicit earlier. Hypotheses were additionally tested supported the findings of the study, interpretations and conclusions were drawn. Also, during this chapter the subsequent applied mathematics techniques for the analysis of the information gathered for this study viz., Descriptive analysis and Inferential statistics etc.

DESCRIPTIVE ANALYSIS ON SAMPLE

Descriptive statistics area unit transient descriptive coefficients that summarize a given knowledge set, which might be either an illustration of the complete or a sample of a population. Descriptive statistics area unit attenuated into measures of central tendency and measures of variability (spread). Measures of central tendency embrace the mean, median and mode, whereas measures of variability embrace variance, variance, minimum and most variables, kurtosis, and asymmetry.

Percentage analysis is one amongst the applied mathematics measures accustomed describe the characteristics of the sample or population in totality. Proportion analysis involves computing measures of variables hand-picked of the study and its finding can offer straightforward interpretation for the reader.

Mean and Standard Deviation normally utilized descriptive statistics. Mean is that the average level discovered in some piece of information, whereas variance describes the variance, or however spread the information discovered in this variable is distributed around its mean.

4.1 PERCENTAGE ANALYSIS OF DEMOGRAPHIC FACTORS:

4.1.1 Age wise classification:

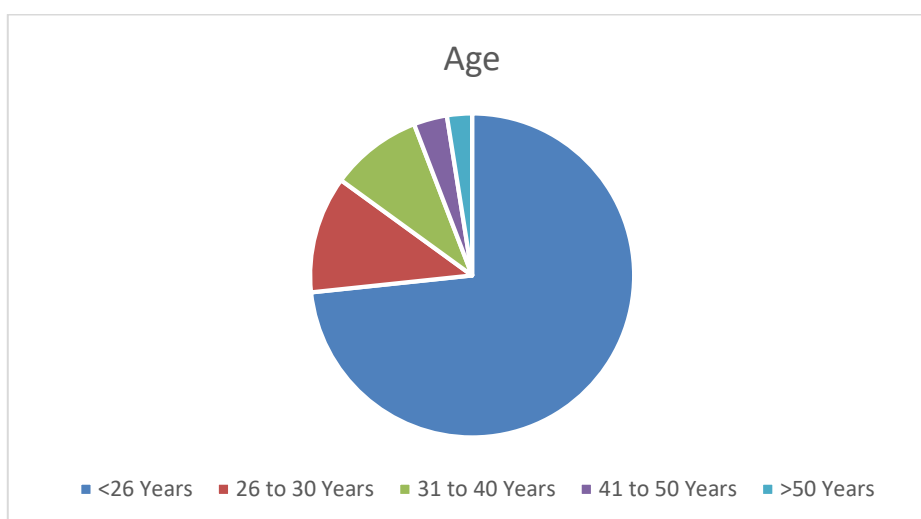


Fig 2.1: Chart representing the Age of respondents

Table 1.1: Table indicating the respondent's age:

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
AGE	<26 Years	88	73.3%
	26 to 30 Years	14	11.7%
	31 to 40 Years	11	9.2%
	41 to 50 Years	4	3.3%
	>50 Years	3	2.5%
TOTAL		120	100%

Inference:

From the above data, 73.3% of the respondents are aged below 26 years, 11.7% of the respondents are aged between 26 to 30 years, 9.2% of the respondents are aged between 31 to 40 years, 3.3% of the respondents are aged between 41 to 50 years and 2.5% of the respondents are aged above 50 years.

4.1.2 Gender wise classification:

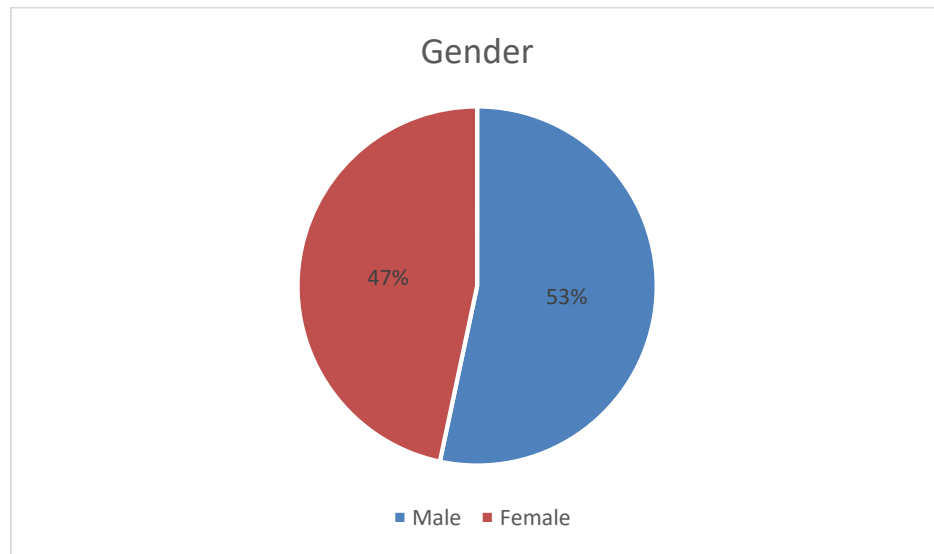


Fig 2.2: Chart representing the Gender of respondents

Table 1.2: Table indicating the respondent's gender:

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
GENDER	Male	64	53.3%
	Female	56	46.7%
TOTAL		120	100%

Inference:

From the above table, 64 respondents accounting to 53.3% are male and 56 respondents accounting to 46.7% are female.

4.1.3 Educational qualification classification:

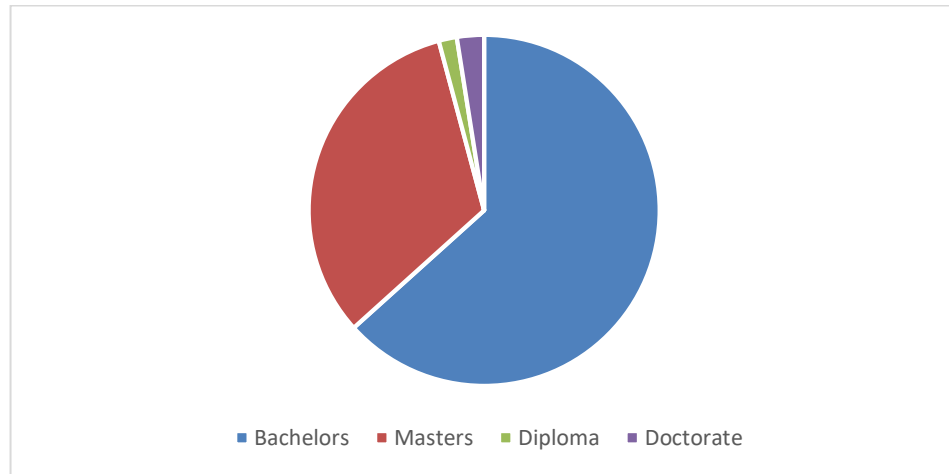


Fig: 2.3: Chart representing the Education qualification of respondents

Table 1.3: Table indicating the respondent's Educational qualification:

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
EDUCATIONAL QUALIFICATION	Bachelors	76	63.3%
	Masters	39	32.5%
	Diploma	2	1.7%
	Doctorate	3	2.5%
TOTAL		120	100%

Inference:

From the above data, 63.3% of the respondents have completed their bachelors' degree, 32.5% of the respondents have completed their master's degree, 1.7% of the respondents have completed their Diploma and 2.5% of the respondents have completed their Doctorate.

4.1.4 Level of hierarchy in management among the respondents

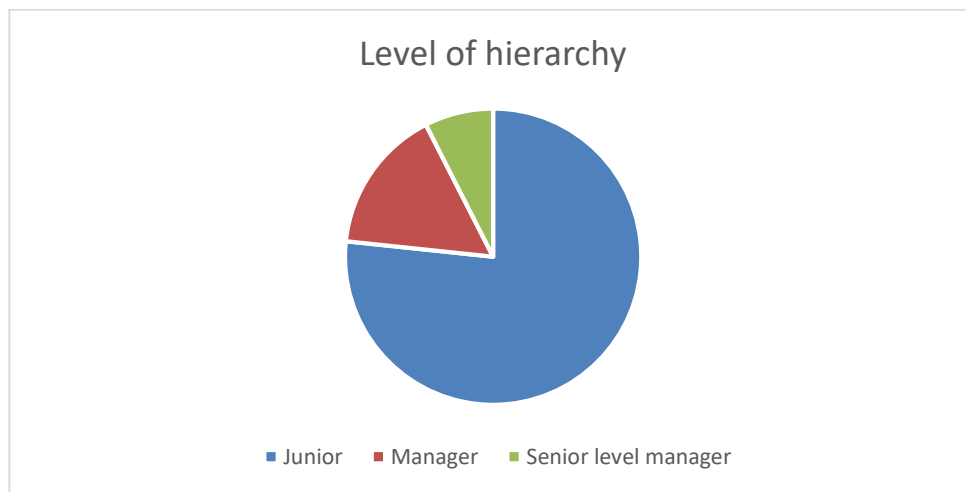


Fig 2.4: Chart representing the Level of hierarchy of respondents

Table 1.1: Table indicating the respondent's Level of hierarchy:

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
POSITION [LEVEL OF HIERARCHY]	Junior	92	76.7%
	Manager	19	15.8%
	Senior level manager	9	7.5%
TOTAL		120	100%

Inference:

From the above table, Maximum respondents accounting to 76.7% are in junior level management, 15.8% respondents are in the Managerial Positions and least number of respondents accounting to 7.5% are in the Senior Level position.

4.1.5 Experience wise classification

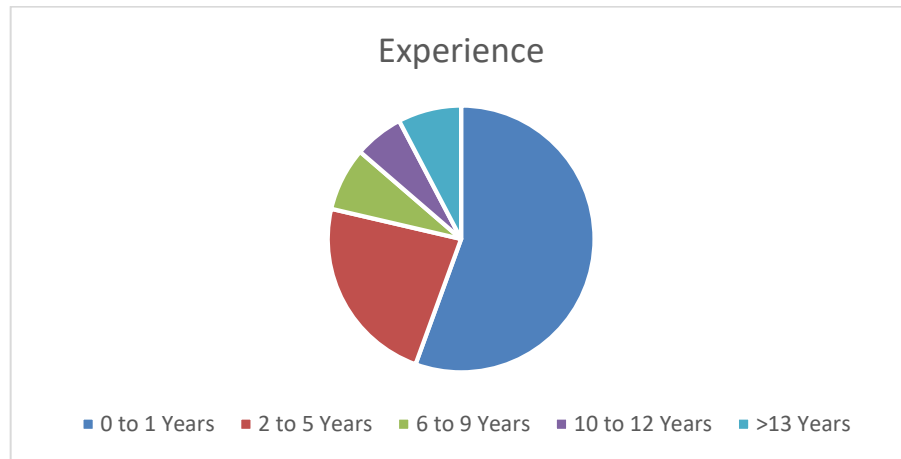


Fig 2.5: Chart representing the Experience of respondents

Table 1.5: Table indicating the respondent's experience:

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
LENGTH OF SERVICE (EXPERIENCE)	0 to 1 Years	65	56.7%
	2 to 5 Years	27	22.5%
	6 to 9 Years	9	7.5%
	10 to 12 Years	7	5.8%
	>13 Years	9	7.5%
TOTAL		120	100%

Inference:

From the above table, Maximum respondents accounting to 56.7% have 0 to 1 year experience, 22.5% of the respondents have 2 to 5 years of experience, 7.5% of the respondents have 6 to 9 years of experience, minimum respondents accounting to 5.8% have 10 to 12 years of experience and 7.5% of the respondents have more than 13 years of experience.

4.2 MEAN DESCRIPTIVES OF DIMENSIONS OF EMOTIONAL INTELLIGENCE AND PERFORMANCE OF EMPLOYEES :

4.2.1 Descriptive Statistic Measurement of Self- Awareness

Table 2.1: Table indicating the mean of Self-Awareness

Self-Awareness	Mean	SD
Awareness of your personal values and goals, strengths and weaknesses.	3.592	3.215
Open to feedback, new perspectives, self- development and continuous learning	3.75	3.354
Recognizing how personal feelings can effect performance in work	3.733	3.343
Voicing out for what is right and what is wrong.	3.342	2.989

Inference:

From the above table; “Open to feedback, new perspectives, self- development and continuous learning” ranks first with a mean value of 3.75, “Recognizing how personal feelings can effect performance in work” ranks second with a mean value of 3.733, “Awareness of your personal values and goals, strengths and weaknesses.” Ranks third with a mean value of 3.592, “Voicing out for what is right and what is wrong.” Ranks fourth with a mean value of 3.342

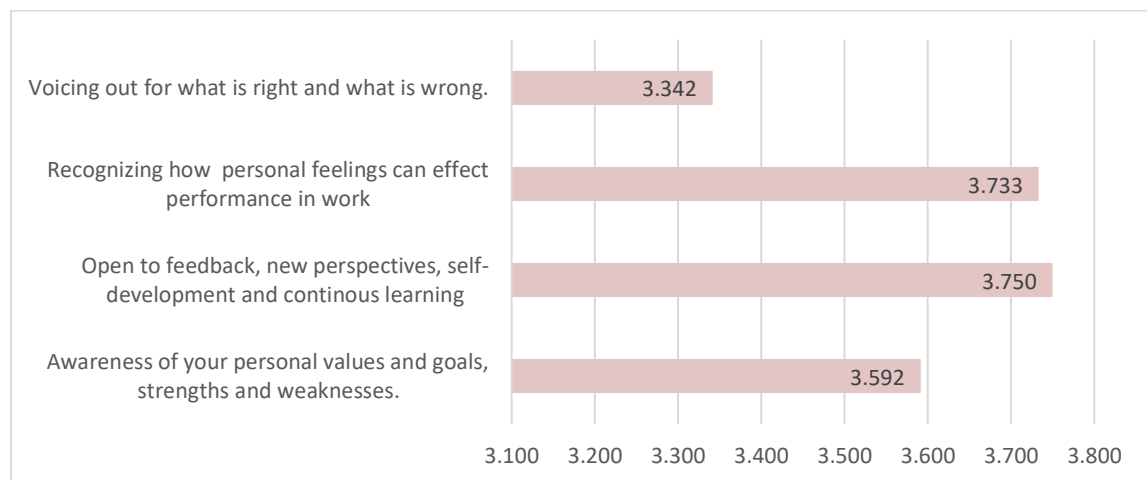


Fig 3.1 Chart representing the mean of Self-Awareness

4.2.2 Descriptive Statistic Measurement of Self-Regulation:

Table 2.2: Table indicating the mean of Self-Regulation

Self-regulation	Mean	SD
Managing disruptive emotions and impulses. (staying positive & composed)	3.300	2.895
Maintaining standards with honesty and integrity.	3.800	3.403
Taking responsibility for personal performance.	3.883	3.479
Flexibility in handling change.	3.642	3.227
Being comfortable with and open to novel ideas and new information.	3.800	3.418

Inference:

From the above table, “Taking responsibility for personal performance.” Ranks first with a mean of 3.883, “Being comfortable with and open to novel ideas and new information” and “Maintaining standards with honesty and integrity.” Ranks second with a mean of 3.8, “Flexibility in handling change.” Ranks third with a mean of 3.642 and “Managing disruptive emotions and impulses (Staying positive & composed)” ranks fourth with a mean of 3.3

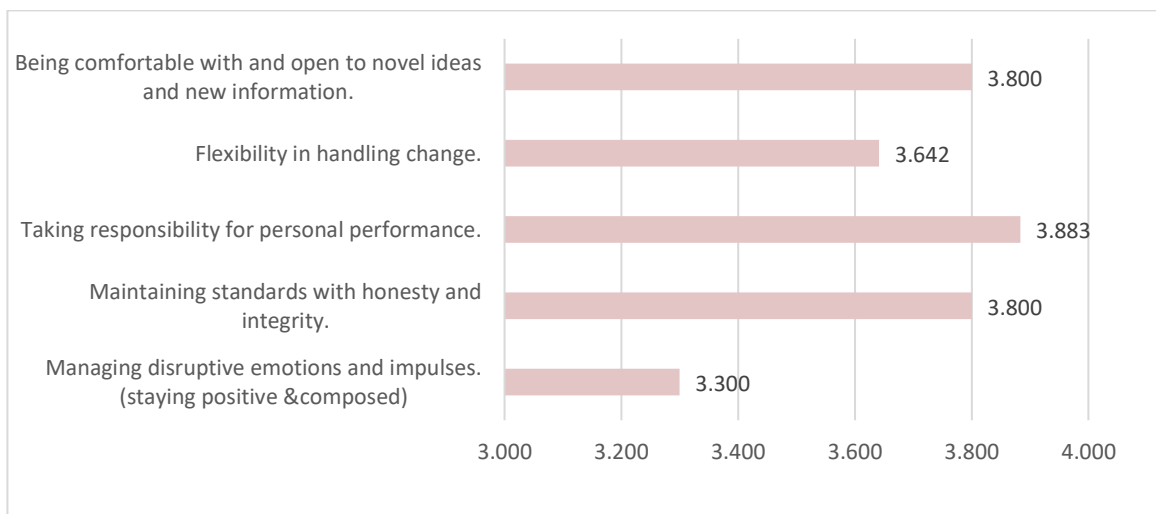


Fig 3.2: Chart representing the mean of Self-Regulation

4.2.3 Descriptive Statistic Measurement of Self-Motivation:

Table 2.3: Table indicating the mean of Self-Motivation

Self-Motivation	MEAN	SD
Striving to improve or meet a standard of excellence (Result-oriented)	3.608	3.225
Readiness to act on opportunities or seize the opportunities	3.633	3.251
Persistence in pursuing goals despite obstacles and setbacks.	3.558	3.160
Actively seek out opportunities to fulfil the organization's /group's goals	3.583	3.183

Inference:

From the above table, “Readiness to act on opportunities or seize the opportunities” ranks first with a mean of 3.633, “Striving to improve or meet a standard of excellence (Result- oriented)” ranks second with a mean value of 3.608, “Actively seek out opportunities to fulfil the organization’s /group’s goals” ranks third with a mean of 3.583 and “Persistence in pursuing goals despite obstacles and setbacks.” Ranks fourth with a mean of 3.558

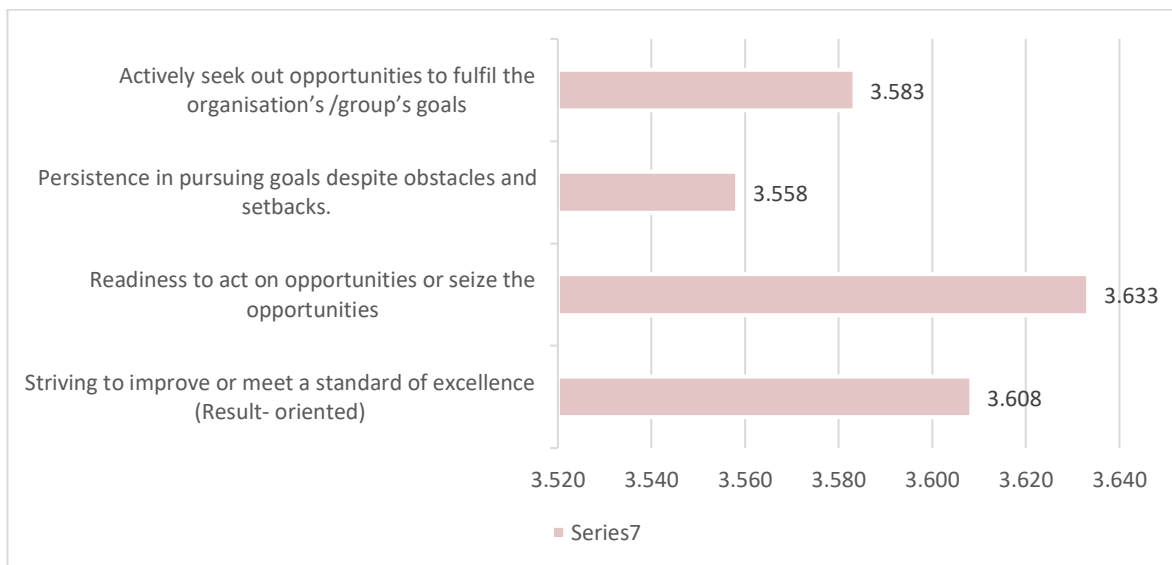


Fig 3.3: Chart representing the mean of Self-Motivation

4.2.4 Descriptive Statistic Measurement of Social Skills

Table 2.4: Table indicating the mean of Social Skills

Social Skills	MEAN	SD
Sending clear and convincing messages	3.800	3.394
Inspiring and guiding groups and people.	3.567	3.215
Initiating or managing change.	3.567	3.160
Negotiating and resolving disagreements.	3.533	3.136
Nurturing instrumental relationships.	3.575	3.175

Inference:

From the above table, “Sending clear and convincing messages” ranked first with a mean of 3.8, “Nurturing instrumental relationships.” Ranked second with a mean of 3.575, “Inspiring and guiding groups and people” & “Initiating or managing change.” Ranked third with a mean of 3.567 and “Negotiating and resolving disagreements.” Ranked fourth with a mean of 3.533

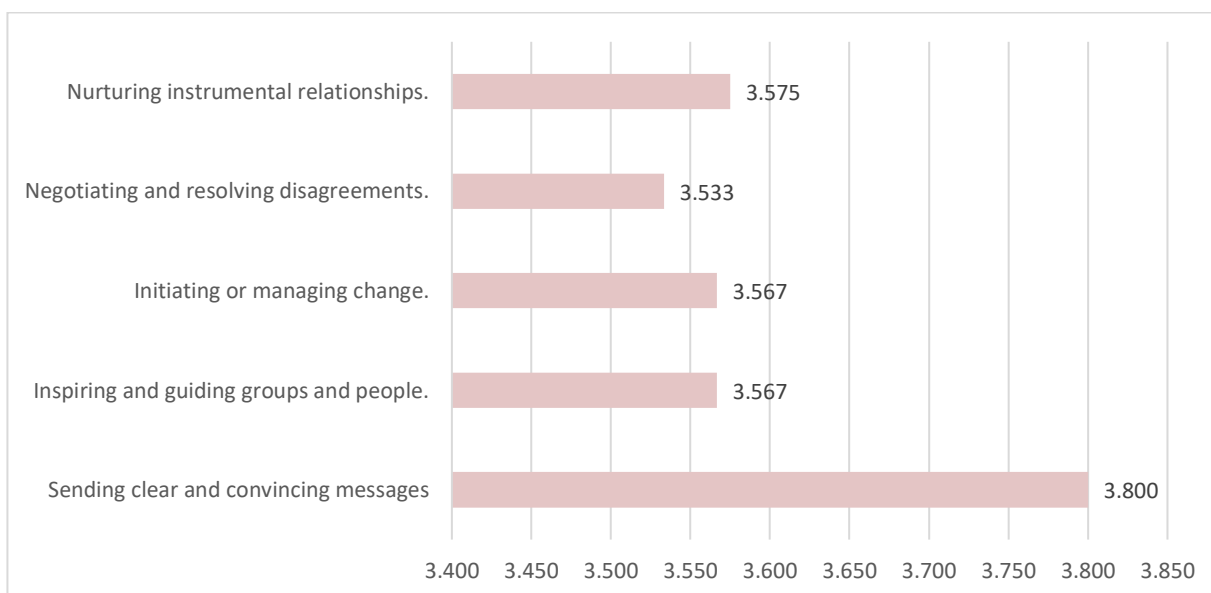


Fig 3.4: Chart representing the of mean of Social Skills

4.2.5 Descriptive Statistic Measurement of Social Awareness

Table 2.5: Table indicating the mean of Social-Awareness

Social Awareness	MEAN	SD
Sensing others' feelings and perspective, and taking an active interest in their concerns	3.675	3.289
Sensing what others need in order to develop, and bolstering their abilities.	3.658	3.261
Cultivating opportunities through diverse people.	3.683	3.276

Inference:

From the above table, “Cultivating opportunities through diverse people” ranks first with a mean of 3.683, “Sensing others’ feelings and perspective, and taking an active interest in their concerns” ranks second with a mean of 3.675 and “Sensing what others need in order to develop, and bolstering their abilities.” Ranks third with a mean of 3.658

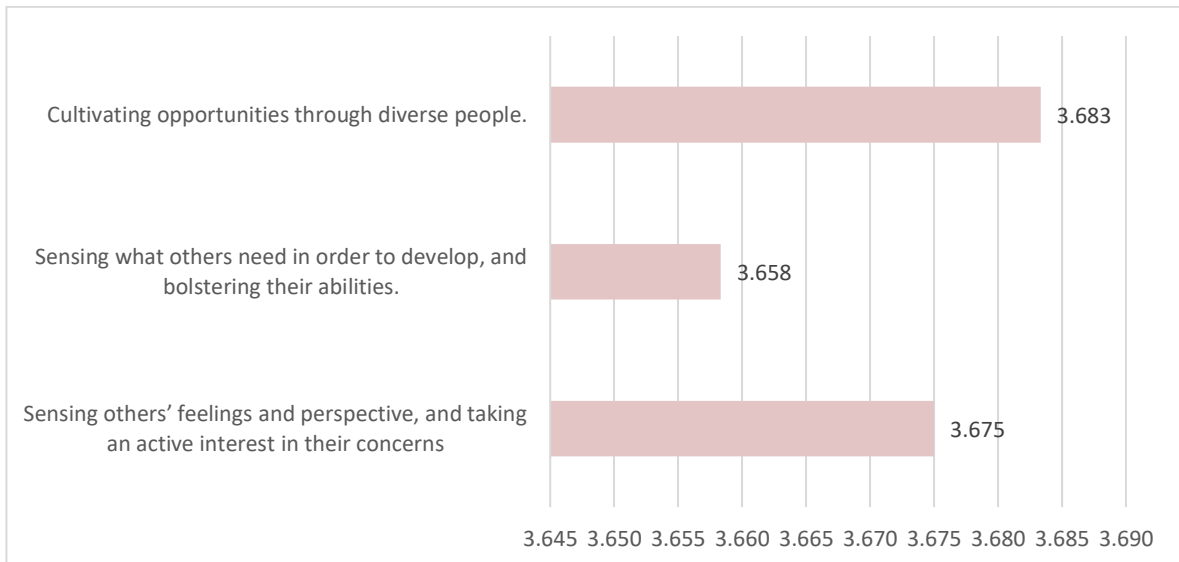


Fig 3.5: Chart representing the mean of Social-Awareness

4.2.6 Descriptive Statistic Measurement of Performance of employees

Table 2.6: Table indicating the mean of Performance of employees

Performance of employees	Mean	SD
Plan my work and manage the tasks given to me	3.075	2.751
I know how to set the right priorities	3.117	2.802
I take up challenging tasks	3.142	2.825
I come up with creative solutions	3.100	2.799
I actively participate in meetings other	3.108	2.784
I believe I am productive in my job	3.125	2.790

Inference:

From the above table, “I take up challenging tasks” ranks first with a mean of 3.142, “I believe I am productive in my job” ranks second with a mean of 3.125 and “I know how to set the right priorities.” Ranks third with a mean of 3.117, “I actively participate in meetings other” ranks fourth with a mean of 3.108, “I come up with creative solutions” ranks fifth with a mean of 3.100 and “Plan my work and manage the tasks given to me” ranks sixth with a mean of 3.075



Fig 3.6: Chart representing the mean of Performance

4.3 DIFFERENCE AMONG DEMOGRAPHIC PROFILE OF THE RESPONDENTS AND DIMENSIONS OF EMOTIONAL INTELLIGENCE:

4.3.1 Age and dimensions of Emotional Intelligence:

4.3.1.1 Age and dimensions of Self-Awareness:

Null Hypothesis: There is no significant difference among the age with respect to Self-awareness.

Alternative hypothesis: There is no significant difference among the age with respect to Self-awareness.

Table 3.1: Table indicating the difference among the age with respect to Self-awareness.

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	<26 yrs	26-30 yrs	31-40 yrs	41-50 yrs	>50 yrs		
Self-Awareness	3.5028	3.9286	3.8182	4.4375	3.1667	2.486	0.047 **

** denotes 5% level of significance

Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to with dimension of self-awareness. Hence there is significance difference between ages of employees working in IT sector with regards to self-awareness

4.3.1.2 Age and dimension of Self-Regulation

Null Hypothesis: There is no significant difference among the age with respect to Self-Regulation

Alternative Hypothesis: There is a significant difference among the age with respect to Self-Regulation

Table 3.2: Table indicating the difference among the age with respect to Self-Regulation

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	<26 yrs	26-30 yrs	31-40 yrs	41-50 yrs	>50 yrs		
Self-Regulation	3.5977	4.0714	3.8727	4.1500	3.1333	2.005	0.098 **

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-regulation. Hence there is no significance difference between ages of employees working in IT sector with regards to self-regulation.

4.3.1.3 Age and dimension of Self-Motivation

Null Hypothesis: There is no significant difference among the age with respect to Self-Motivation

Alternative Hypothesis: There is a significant difference among the age with respect to Self-Motivation

Table 3.3: Table indicating the difference among the age with respect to Self-Motivation

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	<26 yrs	26-30 yrs	31-40 yrs	41-50 yrs	>50 yrs		
Self-Motivation	3.5227	3.9464	3.6364	3.7500	3.7500	0.800	0.528 **

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-motivation. Hence there is no significance difference between ages of employees working in IT sector with regards to self-motivation.

4.3.1.4 Age and dimension of Social skills

Null Hypothesis: There is no significant difference among the age with respect to Social Skills

Alternative Hypothesis: There is a significant difference among the age with respect to Social Skills

Table 3.4: Table indicating the difference among the age with respect to Social skills

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	<26 yrs	26-30 yrs	31-40 yrs	41-50 yrs	>50 yrs		
Social Skills	3.5455	3.6286	3.8364	4.5000	3.6000	1.530	0.198 **

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social skills. Hence there is no significance difference between ages of employees working in IT sector with regards to social skills.

4.3.1.5 Age and dimension of Social awareness:

Null Hypothesis: There is no significant difference among the age with respect to Social Awareness

Alternative Hypothesis: There is a significant difference among the age with respect to Social Awareness

Table 3.5: Table indicating the difference among the age with respect to social awareness.

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	<26 yrs	26-30 yrs	31-40 yrs	41-50 yrs	>50 yrs		
Social Awareness	3.5985	3.8810	3.8182	4.2500	3.5556	0.976	0.424 **

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social awareness. Hence there is no significance difference between ages of employees working in IT sector with regards to social awareness.

4.3.2 Gender and dimensions of Emotional Intelligence

4.3.2.1 Gender and dimensions of Self-Awareness

Null Hypothesis: There is no significant difference among the gender with respect to Self-Awareness

Alternative Hypothesis: There is a significant difference among the gender with respect to Self-Awareness

Table 4.1: Table indicating the difference among the gender with respect to Self-awareness.

FACTORS	GENDER FACTOR		F VALUE	SIGNIFICANCE
	FEMALE	MALE		
Self-Awareness	3.6161	3.5938	1.368	0.244**

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of self-awareness. Hence there is no significance difference between genders of employees working in IT sector with regards to self-awareness.

4.3.2.2 Gender and dimensions of Self-Regulation

Null Hypothesis: There is no significant difference among the gender with respect to Self-Regulation

Alternative Hypothesis: There is a significant difference among the gender with respect to Self-Regulation

Table 4.2: Table indicating the difference among the gender with respect to Self-Regulation

FACTORS	GENDER FACTOR		F VALUE	SIGNIFICANCE
	FEMALE	MALE		
Self-Regulation	3.6607	3.7062	0.544	0.462 **

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of self-regulation. Hence there is no significance difference between genders of employees working in IT sector with regards to self-regulation.

4.3.2.3 Gender and dimension of Self-Motivation

Null Hypothesis: There is no significant difference among the gender with respect to Self-Motivation

Alternative Hypothesis: There is a significant difference among the gender with respect to Self-Motivation

Table 4.3: Table indicating the difference among the gender with respect to Self-motivation.

FACTORS	GENDER FACTOR		F VALUE	SIGNIFICANCE
	FEMALE	MALE		
Self-Motivation	3.5536	3.6328	0.245	0.622 **

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of self-motivation. Hence there is no significance difference between genders of employees working in IT sector with regards to self-motivation.

4.3.2.4 Gender and dimensions of Social Skills

Null Hypothesis: There is no significant difference among the gender with respect to Social Skills

Alternative Hypothesis: There is a significant difference among the gender with respect to Social Skills

Table 4.4: Table indicating the difference among the gender with respect to Social skills

FACTORS	GENDER FACTOR		F VALUE	SIGNIFICANCE
	FEMALE	MALE		
Social Skills	3.5536	3.6688	0.161	0.689 **

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social skills. Hence there is no significance difference between genders of employees working in IT sector with regards to social skills

4.3.2.5 Gender and dimension of Social awareness

Null Hypothesis: There is no significant difference among the gender with respect to Social Awareness

Alternative Hypothesis: There is a significant difference among the gender with respect to Social Awareness

Table 4.5: Table indicating the difference among the gender with respect to Self-awareness.

FACTORS	GENDER FACTOR		F VALUE	SIGNIFICANCE
	FEMALE	MALE		
Social Awareness	3.6429	3.6979	0.455	0.501**

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social awareness. Hence there is no significance difference between genders of employees working in IT sector with regards to social awareness

4.3.3 Education and dimensions of Emotional Intelligence

4.3.3.1 Education and dimensions of Self-Awareness

Null Hypothesis: There is no significant difference between the educational qualifications with respect to Self-Awareness

Alternative Hypothesis: There is a significant difference between the educational qualifications with respect to Self-Awareness

Table 5.1: Table indicating the difference among the education with respect to Self-awareness.

FACTORS	EDUCATIONAL QUALIFICATION FACTOR				F VALUE	SIGNIFICANCE
	Bachelors	Masters	Diploma	Doctorate		
Self-Awareness	3.5625	3.5962	4.1250	4.4167	1.358	0.259**

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of self-awareness. Hence there is no significance difference between the educational qualifications of employees working in IT sector with regards to self-awareness

4.3.3.2 Education and dimensions of Self-Regulation

Null Hypothesis: There is no significant difference between the educational qualifications with respect to Self-Regulation

Alternative Hypothesis: There is a significant difference between the educational qualifications with respect to Self-Regulation

Table 5.2: Table indicating the difference among the education with respect to Self-regulation

FACTORS	EDUCATIONAL QUALIFICATION FACTOR				F VALUE	SIGNIFICANCE
	Bachelors	Masters	Diploma	Doctorate		
Self-Regulation	3.6789	3.6462	4.2000	4.000	0.461	0.710**

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of self-regulation. Hence there is no significance difference between the educational qualifications of employees working in IT sector with regards to self-regulation.

4.3.3.3 Education and dimensions of Self-Motivation

Null Hypothesis: There is no significant difference between the educational qualifications with respect to Self-Motivation

Alternative Hypothesis: There is a significant difference between the educational qualifications with respect to Self-Motivation

Table 5.3: Table indicating the difference among the education with respect to Self-Motivation.

FACTORS	EDUCATIONAL QUALIFICATION FACTOR				F VALUE	SIGNIFICANCE
	Bachelors	Masters	Diploma	Doctorate		
Self-Motivation	3.5921	3.5577	3.8750	4.000	0.313	0.816 **

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of self-motivation. Hence there is no significance difference between the educational qualifications of employees working in IT sector with regards to self-motivation.

4.3.3.4 Education and Dimensions of Social Skills

Null Hypothesis: There is no significant difference between the educational qualifications with respect to Social Skills

Alternative Hypothesis: There is a significant difference between the educational qualifications with respect to Social Skills

Table 5.4: Table indicating the difference among the education with respect to Social skills

FACTORS	EDUCATIONAL QUALIFICATION FACTOR				F VALUE	SIGNIFICANCE
	Bachelors	Masters	Diploma	Doctorate		
Social Skills	3.5579	3.6564	3.9000	4.3333	0.990	0.400**

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social skills. Hence there is no significance difference between the educational qualifications of employees working in IT sector with regards to social skills.

4.3.3.5 Education and dimensions of Social Awareness

Null Hypothesis: There is no significant difference between the educational qualifications with respect to Social Skills

Alternative Hypothesis: There is a significant difference between the educational qualifications with respect to Social Skills

Table 5.5: Table indicating the difference among the education with respect to Social awareness

FACTORS	EDUCATIONAL QUALIFICATION FACTOR				F VALUE	SIGNIFICANCE
	Bachelors	Masters	Diploma	Doctorate		
Social Awareness	3.6150	3.7009	4.1667	4.333	0.990	0.400 **

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social awareness. Hence there is no significance difference between the educational qualifications of employees working in IT sector with regards to social awareness

4.3.4 Level of hierarchy and dimensions of emotional intelligence

4.3.4.1 Level of hierarchy and dimension of Self-Awareness

Null Hypothesis: There is no significant difference between the Levels of hierarchy with respect to Self-Awareness

Alternative Hypothesis: There is a significant difference between the levels of hierarchy with respect to Self-Awareness

Table 6.1: Table indicating the difference among the levels of hierarchy with respect to Self-awareness

FACTORS	POSITION FACTOR			F VALUE	SIGNIFICANCE
	Junior	Manager	Senior Level manager		
Self-Awareness	3.4973	3.8421	4.1944	4.214	0.017**

** denotes 5% level of significance

Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to dimension of self-awareness. Hence there is a significance difference between the levels of hierarchy of employees working in IT sector with regards to self-awareness

4.3.4.2 Level of hierarchy and dimension of Self-Regulation

Null Hypothesis: There is no significant difference between the Levels of hierarchy with respect to Self-Regulation

Alternative Hypothesis: There is a significant difference between the levels of hierarchy with respect to Self-Regulation

Table 6.2: Table indicating the difference among the levels of hierarchy with respect to Self-Regulation

FACTORS	POSITION FACTOR			F VALUE	SIGNIFICANCE
	Junior	Manager	Senior Level manager		
Self-Regulation	3.6435	3.6316	4.2222	2.259	0.109**

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of self-regulation. Hence there is no significance difference between the levels of hierarchy of employees working in IT sector with regards to self-regulation

4.3.4.3 Level of hierarchy and dimension of Self-Motivation

Null Hypothesis: There is no significant difference between the Levels of hierarchy with respect to Self-Motivation

Alternative Hypothesis: There is a significant difference between the levels of hierarchy with respect to Self-Motivation

Table 6.3: Table indicating the difference among the levels of hierarchy with respect to Self-Motivation

FACTORS	POSITION FACTOR			F VALUE	SIGNIFICANCE
	Junior	Manager	Senior Level manager		
Self-Motivation	3.5353	3.5658	4.2778	3.190	0.045**

** denotes 5% level of significance

Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to dimension of self-motivation. Hence there is a significance difference between the levels of hierarchy of employees working in IT sector with regards to self-motivation

4.3.4.4 Level of hierarchy and dimension of Social Skills

Null Hypothesis: There is no significant difference between the Levels of hierarchy with respect to Social skills

Alternative Hypothesis: There is a significant difference between the levels of hierarchy with respect to Social skills

Table 6.4: Table indicating the difference among the levels of hierarchy with respect to Social skills

FACTORS	POSITION FACTOR			F VALUE	SIGNIFICANCE
	Junior	Manager	Senior Level manager		
Social Skills	3.5283	3.7158	4.2889	3.819	0.025**

** denotes 5% level of significance

Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to dimension of Social skills. Hence there is a significance difference between the levels of hierarchy of employees working in IT sector with regards to Social skills.

4.3.4.5 Level of hierarchy and dimension of Social Awareness

Null Hypothesis: There is no significant difference between the Levels of hierarchy with respect to Social awareness

Alternative Hypothesis: There is a significant difference between the levels of hierarchy with respect to Social awareness

Table 6.5: Table indicating the difference among the levels of hierarchy with respect to Social awareness

FACTORS	POSITION FACTOR			F VALUE	SIGNIFICANCE
	Junior	Manager	Senior Level manager		
Social Awareness	3.5906	3.7368	3.3704	3.852	0.024**

** denotes 5% level of significance

Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to dimension of Social awareness. Hence there is a significance difference between the levels of hierarchy of employees working in IT sector with regards to Social awareness.

4.3.5 Experience and dimensions of Emotional intelligence

4.3.5.1 Experience and dimension of Self-Awareness

Null Hypothesis: There is no significant difference between the Experience of employees and Self-awareness

Alternative Hypothesis: There is a significant difference between the experience of employees and Self-awareness

Table 7.1: Table indicating the difference among experience of employees with respect to Self-awareness

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	0-1 yrs	2-5 yrs	6-9 yrs	10-12 yrs	>13 yrs		
Self-Awareness	3.4265	3.7130	4.3333	3.6786	3.8333	3.163	0.017**

** denotes 5% level of significance

Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to dimension of Self-awareness. Hence there is a significance difference between the Experience levels of employees working in IT sector with regards to Self-awareness.

4.3.5.2 Experience and dimension of Self-Regulation

Null Hypothesis: There is no significant difference between the Experience of employees and Self-regulation

Alternative Hypothesis: There is a significant difference between the experience of employees and Self-regulation

Table 7.2: Table indicating the difference among experience of employees with respect to Self-regulation

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	0-1 yrs	2-5 yrs	6-9 yrs	10-12 yrs	>13 yrs		
Self-Regulation	3.5765	3.6741	4.3556	3.6000	3.9333	2.237	0.069**

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of Self-regulation. Hence there is no significance difference between the Experience levels of employees working in IT sector with regards to Self-regulation.

4.3.5.3 Experience and dimension of Self-Motivation

Null Hypothesis: There is no significant difference between the Experience of employees and Self-motivation

Alternative Hypothesis: There is a significant difference between the experience of employees and Self-motivation

Table 7.3: Table indicating the difference among experience of employees with respect to Self-motivation

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	0-1 yrs	2-5 yrs	6-9 yrs	10-12 yrs	>13 yrs		
Self-Motivation	3.4449	3.7407	4.1111	3.2857	4.0278	2.437	0.051**

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of Self-motivation. Hence there is no significance difference between the Experience levels of employees working in IT sector with regards to Self-motivation.

4.3.5.4 Experience and dimension of Social skills

Null Hypothesis: There is no significant difference between the Experience of employees and Social skills.

Alternative Hypothesis: There is a significant difference between the experience of employees and Social skills.

Table 7.4: Table indicating the difference among experience of employees with respect to Social skills

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	0-1 yrs	2-5 yrs	6-9 yrs	10-12 yrs	>13 yrs		
Social Skills	3.4500	3.7185	4.2000	3.5714	4.0000	2.532	0.044**

** denotes 5% level of significance

Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to dimension of Social skills. Hence there is a significance difference between the Experience levels of employees working in IT sector with regards to Social skills.

4.3.5.5 Experience and dimension of Social awareness

Null Hypothesis: There is no significant difference between the Experience of employees and Social awareness.

Alternative Hypothesis: There is a significant difference between the experience of employees and Social awareness.

Table 7.5: Table indicating the difference among experience of employees with respect to Social awareness

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	0-1 yrs	2-5 yrs	6-9 yrs	10-12 yrs	>13 yrs		
Social Awareness	3.5490	3.7531	4.0370	3.6667	4.0000	1.230	0.302**

** denotes 5% level of significance

Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of Social awareness. Hence there is no significance difference between the Experience levels of employees working in IT sector with regards to Social awareness.

4.4 RELATIONSHIP BETWEEN DIMENSIONS OF EMOTIONAL INTELLIGENCE AMONG EMPLOYEES IN IT SECTORS

Table 8.1: Table indicating the Pearson Correlation Coefficient between dimensions of emotional intelligence among employees in IT Sector

Factors of Emotional Intelligence	Self-Awareness	Self-Regulation	Self-Motivation	Social Skills	Social Awareness
Self-Awareness	1	0.768**	0.762**	0.737**	0.714**
Self-Regulation		1	0.789**	0.779**	0.749**
Self-Motivation			1	0.740**	0.722**
Social Skills				1	0.742**
Social Awareness					1

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

The correlation coefficient between Self-Awareness and Self-Regulation is 0.768, which indicate 76.8 percentage positive relationships between perception on Self-awareness and perception on Self-regulation and is significant at 1% level.

The correlation coefficient between Self-Awareness and self-motivation is 0.762, which indicate 76.2 percentage positive relationships between Self-Awareness and self-motivation and is significant at 1% level.

The correlation coefficient between perception on Self-Awareness and social skills is 0.737, which indicate 73.7 percentage positive relationships between Perception on Self-Awareness and social skills and is significant at 1% level.

The correlation coefficient between Perception on Self-awareness and social awareness is 0.714, which indicate 71.4 percentage positive relationships between Perception on self- awareness and Social awareness and is significant at 1% level.

The correlation coefficient between Self-Regulation and self-motivation is 0.789, which indicate 78.9 percentage positive relationships between the perception of Self-regulation and self-motivation and is significant at 1% level.

The correlation coefficient between perception on Self-regulation and social skills is 0.779, which indicate 77.9 percentage positive relationships between Perception on Self-regulation and social skills and is significant at 1% level.

The correlation coefficient between perception on Self-regulation and social Awareness is 0.749, which indicate 74.9 percentage positive relationships between Perception on Self-regulation and social Awareness and is significant at 1% level.

The correlation coefficient between perception on Self-motivation and social skills is 0.740, which indicate 74 percentage positive relationships between Perception on Self-motivation and social skills and is significant at 1% level.

The correlation coefficient between perception on Self-motivation and social awareness is 0.722, which indicate 72.2 percentage positive relationships between Perception on Self-motivation and social awareness and is significant at 1% level.

The correlation coefficient between perception on Social skills and social Awareness is 0.742, which indicate 74.2 percentage positive relationships between Perception on social skills and social Awareness and is significant at 1% level.

4.5 RELATIONSHIP BETWEEN DIMENSIONS OF EMOTIONAL INTELLIGENCE AND PERFORMANCE OF EMPLOYEES IN IT SECTORS

Table 9.1: Table indicating the Pearson Correlation Coefficient between dimensions of emotional intelligence and performance of employees in IT Sector

Factors of Emotional Intelligence	Performance	Self-Awareness	Self-Regulation	Self-Motivation	Social Skills	Social Awareness
Performance	1	0.387**	0.317**	0.245**	0.374**	0.237**
Self-Awareness		1	0.768**	0.762**	0.737**	0.714**
Self-Regulation			1	0.789**	0.779**	0.749**
Self-Motivation				1	0.740**	0.722**
Social Skills					1	0.742**
Social Awareness						1

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

The correlation coefficient between perception on Performance and self-Awareness is 0.387, which indicate 38.7 percentage positive relationships between Perception on performance and self-awareness and is significant at 1% level.

The correlation coefficient between perception on Performance and self-regulation is 0.317, which indicate 3.7 percentage positive relationships between Perception on performance and self-regulation and is significant at 1% level.

The correlation coefficient between perception on Performance and self-motivation is 0.245, which indicates 24.5 percentage positive relationships between Perception on performance and self-motivation and is significant at 1% level.

The correlation coefficient between perception on Performance and social skills is 0.374, which indicate 37.4 percentage positive relationships between Perception on performance and social skills and is significant at 1% level.

The correlation coefficient between perception on Performance and social Awareness is 0.237, which indicates 23.7 percentage positive relationships between Perception on performance and social awareness and is significant at 1% level.

4.6 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND PERFORMANCE OF EMPLOYEES IN IT SECTORS

Null Hypothesis: There is no significant relationship between Emotional Intelligence and Performance of employees in the IT sectors.

Alternative Hypothesis: There is a significant relationship between Emotional Intelligence and Performance of employees in the IT sectors

Table 10.1: Table indicating the Relationship between emotional intelligence and performance of employees in IT Sector.

Model	R	R Square	Adjusted R square	Std. Error of the estimate
	0.348 ^a	0.121	0.114	1.0033-

a. Predictors: (Constant), Emotional Intelligence

Model	Sum of Squares	df	Mean Square	F	Sign.
Regression	16.349	1	16.349	16.242	<0.001 ^b
Residual	118.781	118	1.007		
Total	135.130	119			

a. Dependent Variable: Performance

b. Predictors: (Constant), Emotional Intelligence

The significance <0.001 shows that there is a highly positive significant relationship between the performance of employees and Emotional intelligence because $P < 0.001$

Hence, there is a significant relationship between Emotional Intelligence and Performance of employees in the IT sectors.

CHAPTER 5: FINDINGS AND SUGGESTIONS

The objectives of the study were developed with the assistance of journal papers and comprehensive reviews of the previous study. The data for the demographic factors, factors of emotional intelligence, and therefore the performance of the staff were collected with the assistance of primary information collected through Google forms. The objectives of the study were accomplished in stages.

- The growth and development of IT industry in the Chennai city was accomplished with the help of secondary data collected through journals and e-datas present in the websites.
- It was then followed by the demographic profile and its association with emotional intelligence dimension of employees working in IT Sectors within the Chennai city.
- The factors influencing the various dimensions of emotional intelligence in IT sectors.
- The impact of emotional intelligence on the performance of employees.

The factors of emotional intelligence were tailored from Daniel Goleman's Emotional Intelligence Scale; "The competency-based model of emotional intelligence" by Goleman (2001) has been designed specifically for geographic point applications with a spread of five dimensions; Self-awareness, Self-regulation, Self-motivation, Social awareness (Empathy), and Social skills.

5.1 FINDINGS:

5.1.1 DEMOGRAPHIC PROFILE

5.1.1.1 Age wise classification

73.3% of the respondents are aged below 26 years, 11.7% of the respondents are aged between 26 to 30 years, 9.2% of the respondents are aged between 31 to 40 years, 3.3% of the respondents are aged between 41 to 50 years and 2.5% of the respondents are aged above 50 years.

5.1.1.2 Gender wise classification

64 respondents accounting to 53.3% are male and 56 respondents accounting to 46.7% are females

5.1.1.3 Education wise classification

63.3% of the respondents have completed their bachelors' degree, 32.5% of the respondents have completed their master's degree, 1.7% of the respondents have completed their Diploma and 2.5% of the respondents have completed their Doctorate.

5.1.1.4 Level of hierarchy wise classification

Maximum respondents accounting to 76.7% are in junior level management, 15.8% respondents are in the Managerial Positions and least number of respondents accounting to 7.5% are in the Senior Level position.

5.1.1.5 Experience wise classification

Maximum respondents accounting to 56.7% have 0 to 1 year experience, 22.5% of the respondents have 2 to 5 years of experience, 7.5% of the respondents have 6 to 9 years of experience, minimum respondents accounting to 5.8% have 10 to 12 years of experience and 7.5% of the respondents have more than 13 years of experience.

From the above Demographic profile; it is understood that the Emotional Intelligence is high in the following category of respondents:

- The Age group 41 to 50 years
- Amongst the male respondents
- Respondents with a doctorate degree
- Respondents with experience of 6 to 9 years and above
- Respondents who are in the position of senior level management (top level)

5.1.2 MEAN DESCRIPTIVES OF DIMENSIONS OF EMOTIONAL INTELLIGENCE AND PERFORMANCE OF EMPLOYEES:

5.1.2.1 Descriptive statistical (mean) measurement of Self-Awareness

“Open to feedback, new perspectives, self- development and continuous learning” ranks first with a mean value of 3.75, “Recognizing how personal feelings can effect performance in work” ranks second with a mean value of 3.733, “Awareness of your personal values and goals, strengths and weaknesses.” Ranks third with a mean value of 3.592, “Voicing out for what is right and what is wrong.” Ranks fourth with a mean value of 3.342

5.1.2.2 Descriptive statistical (mean) measurement of Self-Regulation

“Taking responsibility for personal performance.” Ranks first with a mean of 3.883, “Being comfortable with and open to novel ideas and new information” and “Maintaining standards with honesty and integrity.” Ranks second with a mean of 3.8, “Flexibility in handling change.” Ranks third with a mean of 3.642 and “Managing disruptive emotions and impulses (Staying positive & composed)” ranks fourth with a mean of 3.3

5.1.2.3 Descriptive statistical (mean) measurement of Self-Motivation

“Readiness to act on opportunities or seize the opportunities” ranks first with a mean of 3.633, “Striving to improve or meet a standard of excellence (Result- oriented)” ranks second with a mean value of 3.608, “Actively seek out opportunities to fulfil the organization’s /group’s goals” ranks third with a mean of 3.583 and “Persistence in pursuing goals despite obstacles and setbacks.” Ranks fourth with a mean of 3.558

5.1.2.4 Descriptive statistical (mean) measurement of Social skills

“Sending clear and convincing messages” ranked first with a mean of 3.8, “Nurturing instrumental relationships.” Ranked second with a mean of 3.575, “Inspiring and guiding groups and people” & “Initiating or managing change.” Ranked third with a mean of 3.567 and “Negotiating and resolving disagreements.” Ranked fourth with a mean of 3.533

5.1.2.5 Descriptive statistical (mean) measurement of Social Awareness

“Cultivating opportunities through diverse people” ranks first with a mean of 3.683, “Sensing others’ feelings and perspective, and taking an active interest in their concerns” ranks second with a mean of 3.675 and “Sensing what others need in order to develop, and bolstering their abilities.” Ranks third with a mean of 3.658

5.1.2.6 Descriptive statistical (mean) measurement of Performance of employees

“I take up challenging tasks” ranks first with a mean of 3.142, “I believe I am productive in my job” ranks second with a mean of 3.125 and “I know how to set the right priorities.” Ranks third with a mean of 3.117, “I actively participate in meetings other” ranks fourth with a mean of 3.108, “I come up with creative solutions” ranks fifth with a mean of 3.100 and “Plan my work and manage the tasks given to me” ranks sixth with a mean of 3.075

5.1.3 DIFFERENCE AMONG DEMOGRAPHIC PROFILE OF THE RESPONDENTS AND DIMENSIONS OF EMOTIONAL INTELLIGENCE

5.1.3.1 Age and Dimensions of Emotional Intelligence

There is significance difference between ages of employees working in IT sector with regards to self-awareness. Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to with dimension of self-awareness.

There is no significance difference between ages of employees working in IT sector with regards to self-regulation. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-regulation.

There is no significance difference between ages of employees working in IT sector with regards to self-motivation. Since P value is more than 0.05,

the null hypothesis accepted at 5% level with regard to with dimension of self-motivation.

There is no significance difference between ages of employees working in IT sector with regards to social skills. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social skills.

There is no significance difference between ages of employees working in IT sector with regards to social awareness. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social awareness.

5.1.3.2 Gender and Dimensions of Emotional Intelligence

There is no significance difference between genders of employees working in IT sector with regards to self-awareness. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-awareness.

There is no significance difference between genders of employees working in IT sector with regards to self-regulation. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-regulation.

There is no significance difference between genders of employees working in IT sector with regards to self-motivation. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-motivation.

There is no significance difference between genders of employees working in IT sector with regards to social skills. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social skills.

There is no significance difference between genders of employees working in IT sector with regards to social awareness. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social awareness.

5.1.3.3 Education of employees and Dimensions of Emotional Intelligence

There is no significance difference between the education qualifications of employees working in IT sector with regards to self-awareness. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-awareness.

There is no significance difference between the education qualifications of employees working in IT sector with regards to self-regulation. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-regulation.

There is no significance difference between the education qualifications of employees working in IT sector with regards to self-motivation. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-motivation.

There is no significance difference between the education qualifications of employees working in IT sector with regards to social skills. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social skills.

There is no significance difference between the educations qualifications of employees working in IT sector with regards to social awareness. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social awareness.

5.1.3.4 Level of hierarchy and Dimensions of Emotional Intelligence

There is a significance difference between the Levels of hierarchy of employees working in IT sector with regards to self-awareness. Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to with dimension of self-awareness.

There is no significance difference between the Levels of hierarchy of employees working in IT sector with regards to self-regulation. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-regulation.

There is a significance difference between the Levels of hierarchy of employees working in IT sector with regards to self-motivation. Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to with dimension of self-motivation.

There is a significance difference between the Levels of hierarchy of employees working in IT sector with regards to social skills. Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to dimension of social skills.

There is a significance difference between the Levels of hierarchy of employees working in IT sector with regards to social awareness. Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to dimension of social awareness.

5.1.3.5 Experience and Dimensions of Emotional Intelligence

There is a significance difference between the experiences of employees working in IT sector with regards to self-awareness. Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to with dimension of self-awareness.

There is no significance difference between the experiences of employees working in IT sector with regards to self-regulation. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-regulation.

There is no significance difference between the experiences of employees working in IT sector with regards to self-motivation. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to with dimension of self-motivation.

There is a significance difference between the experiences of employees working in IT sector with regards to social skills. Since P value is less than 0.05, the null hypothesis rejected at 5% level with regard to dimension of social skills.

There is no significance difference between the experiences of employees working in IT sector with regards to social awareness. Since P value is more than 0.05, the null hypothesis accepted at 5% level with regard to dimension of social awareness.

5.1.4 RELATIONSHIP BETWEEN DIMENSIONS OF EMOTIONAL INTELLIGENCE AMONG EMPLOYEES IN IT SECTORS

The correlation coefficient between Self-Awareness and Self-Regulation is 0.768, which indicate 76.8 percentage positive relationships between perception on Self-awareness and perception on Self-regulation and is significant at 1% level.

The correlation coefficient between Self-Awareness and self-motivation is 0.762, which indicate 76.2 percentage positive relationships between Self-Awareness and self-motivation and is significant at 1% level.

The correlation coefficient between perception on Self-Awareness and social skills is 0.737, which indicate 73.7 percentage positive relationships between Perception on Self-Awareness and social skills and is significant at 1% level.

The correlation coefficient between Perception on Self-awareness and social awareness is 0.714, which indicate 71.4 percentage positive relationships between Perception on self-awareness and Social awareness and is significant at 1% level.

The correlation coefficient between Self-Regulation and self-motivation is 0.789, which indicate 78.9 percentage positive relationships between the perception of Self-regulation and self-motivation and is significant at 1% level.

The correlation coefficient between perception on Self-regulation and social skills is 0.779, which indicate 77.9 percentage positive relationships between Perception on Self-regulation and social skills and is significant at 1% level.

The correlation coefficient between perception on Self-regulation and social Awareness is 0.749, which indicate 74.9 percentage positive relationships between Perception on Self-regulation and social Awareness and is significant at 1% level.

The correlation coefficient between perception on Self-motivation and social skills is 0.740, which indicate 74 percentage positive relationships between Perception on Self-motivation and social skills and is significant at 1% level.

The correlation coefficient between perception on Self-motivation and social awareness is 0.722, which indicate 72.2 percentage positive relationships between Perception on Self-motivation and social awareness and is significant at 1% level.

The correlation coefficient between perception on Social skills and social Awareness is 0.742, which indicate 74.2 percentage positive relationships between Perception on social skills and social Awareness and is significant at 1% level.

This shows that there is a strong positive linear relationship between the factors of Emotional Intelligence (Self-Awareness, Self-Regulation, Self- Motivation, Social Skills and Social Awareness as the values of Pearson Correlation lies between 0.7 and 1.0.

5.1.6 RELATIONSHIP BETWEEN DIMENSIONS OF EMOTIONAL INTELLIGENCE AND PERFORMANCE OF EMPLOYEES IN IT SECTORS

The correlation coefficient between perception on Performance and self-Awareness is 0.387, which indicate 38.7 percentage positive relationships between Perception on performance and self-awareness and is significant at 1% level.

The correlation coefficient between perception on Performance and self-regulation is 0.317, which indicate 31.7 percentage positive relationships between Perception on performance and self-regulation and is significant at 1% level.

The correlation coefficient between perception on Performance and self-motivation is 0.245, which indicates 24.5 percentage positive relationships between Perception on performance and self-motivation and is significant at 1% level.

The correlation coefficient between perception on Performance and social skills is 0.374, which indicate 37.4 percentage positive relationships between Perception on performance and social skills and is significant at 1% level.

The correlation coefficient between perception on Performance and social Awareness is 0.237, which indicates 23.7 percentage positive relationships between Perception on performance and social awareness and is significant at 1% level.

This shows that there is a positive linear relationship between the factors of Emotional Intelligence (Self-Awareness, Self-Regulation, Self- Motivation, Social Skills and Social Awareness) and Performance of the employees as the values of Pearson Correlation lies above 0

5.1.7 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND PERFORMANCE OF EMPLOYEES IN IT SECTORS.

The significance <0.001 shows that there is a highly positive significant relationship between the performance of employees and Emotional intelligence because $P < 0.001$

There is a significant relationship between Emotional Intelligence and Performance of employees in the IT sectors

5.2 SUGGESTIONS AND RECOMMENDATIONS:

Emotional Intelligence is fundamental to our life experience and can influence how successful we are in our relationships and careers. Whatever stage of life you're at, you can use the seven simple steps below to improve your Emotional Intelligence and develop your self-awareness and empathy.

The following are the reason why Emotional intelligence is important in a workplace.

- Motivation: High EI/EQ translates to better control of our motivation, and perhaps even more motivation for our coworkers!
- Common vision: Those high in EI/EQ are able to more effectively understand and communicate with others, which makes it easier to develop and maintain a common team vision.
- Change: Highly emotionally intelligent people can handle the stress, uncertainty, and anxiety that comes with working in business.
- Communication: Clear communication is a telltale sign of emotional intelligence, and it contributes to better relationships, an easier time getting help from others, and more effective persuasion and influence of others.
- Leadership: self-leadership, leading others, influencing others-all of these are vital for those in business; more on this later

The following are the suggestions:

1. Because it was analyzed, the emotional intelligence is a smaller amount amongst the freshers. For the advance of Emotional intelligence among the Organisations managers and staff, the IT organisations ought to take up initiatives for enhancing their EI by providing simpler trainings to any or all their staff, particularly their freshers.
2. The roles and responsibilities should be outlined accurately by the IT organisations for every worker of the organization, so there's a transparent objective arranged down by the organization on who is in charge of what and one doesn't find yourself doing another person's work. By doing this IT

organizations won't solely facilitate win their objectives however conjointly improve their employees' Emotional Intelligence.

3. Team primarily based performance destined work atmosphere is a lot of welcome, an open, trusting and nurturing relationship between the seniors managers, managers and junior associates within the gift world within the IT organisations that is a lot of possible to achieve achieving its organizations goals. It not solely helps in enhancing loyalty and satisfaction, however conjointly helps to perform higher. Hence, it's counseled that IT organizations recruit manager and staff who possess this quality of emotional intelligence such knowingness, Self-Regulation, Self-Motivation, Social Skills and Social awareness. Manager and staff with high Emotional Intelligence can tend pay longer on enhancing not solely their personal performance however conjointly the performance of their team members by providing correct feedback and giving pointers for improvement. They'll become higher leaders and facilitate usher in harmony in their groups.
4. Periodical meeting, seminar, workshop and outward-bound programmes should be conducted by the IT Organisations, with a read to explore the managers 'skills of analytical thinking, drawback finding and to reinforce the emotional intelligence ability among the junior subordinates. These programmes can provides a likelihood to the juniors to interrupt out from their shell and explore the new opportunities.
5. Organizations ought to enforce the values of optimism which will facilitate the workers have a positive approach to life and a self-satisfied and satisfactory life so happy and optimistic personnel contribute on angels of each personal and structure growth and success.
6. Performance appraisal systems can facilitate organizations to develop combining weight appraisal systems and administer it from time to time.

CHAPTER 6: SUMMARY AND CONCLUSION

People with high EI are thus easier to deal with, their additional willing to alter and adapt to new environments and are additional empathic to alternative people's causes. In associate degree structure setting, high EI individuals are relied upon as moderators and other people agency are capable of fostering smart operating relationships supported understanding. They're conjointly ready to foster harmony, continuity and stability.

From the analysis of the data collected, the factors of Emotional intelligence such as Self- awareness, Self- regulation, Self- motivation, Social skills and Social awareness were analyzed. It was ascertained that there's a robust correlation between the Emotional Intelligence and therefore the job Performance of associate degree worker. Emotional Intelligence was ascertained higher within the cohort forty one to fifty years among the male staff. Additionally, it's ascertained that Emotional Intelligence is a lot of in staff with a lot of job expertise than with less job expertise within the IT sector. It is also analyzed that the Factors of Emotional Intelligence are perfectly correlated to each other and has a strong positive relationship.

The focus on Emotional Intelligence for all the IT worker would produce associate degree outcome of excellent social relations, less burnout, less job tension, job satisfaction. This can facilitate them to steer a more robust Quality of labor life and attain overall life satisfaction. IT corporations should any refine their policies and processes to powerfully influence the participation of junior associates in key comes.

Providing managers with continuous learning, mentoring, work and substance, giving them opportunities for emotional knowingness, correct self-assessment, emotional self-control, transparency and flexibility, accomplishment orientation and initiative, optimism, empathy, sacred leadership and alter catalyst, team work and collaboration and inspiring them to require on higher responsibilities.

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APPENDIX

Questionnaire: *A Research study of Emotional Intelligence and its impact on performance of employees in IT Sectors.*

I. Part 1: Demographic Profile

1.	AGE	○ <26 Years ○ 26 to 30 Years ○ 31 to 40 Years ○ 41 to 50 Years ○ >50 Years
2.	GENDER	○ Male ○ Female ○ Others ○ Prefer not to say
3.	EDUCATIONAL QUALIFICATION	○ Bachelors ○ Masters ○ Diploma ○ Doctorate
4.	LEVEL OF HIERARCHY	○ Junior ○ Manage ○ Senior Manager
5.	EXPERIENCE LEVEL	○ 0-1 years ○ 2 to 5 years ○ 6 to 9 years ○ 10 to 12 years ○ >13 years

II. Part 2: Factors of Emotional Intelligence

Scale:

1: Underdeveloped; **2:** Needs improvement; **3:** Adequate; **4:** Good; **5:** Excellent

SELF- AWARENESS	1	2	3	4	5
Awareness of your personal values and goals, strengths and weaknesses.					
Open to feedback, new perspectives, self- development and continuous learning					
Recognizing how personal feelings can effect performance in work					
Voicing out for what is right and what is wrong?					

SELF- REGULATION	1	2	3	4	5
Managing disruptive emotions and impulses. (staying positive & composed)					
Maintaining standards with honesty and integrity.					
Taking responsibility for personal performance.					
Flexibility in handling change.					
Being comfortable with and open to novel ideas and new information.					

SELF- MOTIVATION	1	2	3	4	5
Striving to improve or meet a standard of excellence (Result-oriented)					
Readiness to act on opportunities or seize the opportunities					
Persistence in pursuing goals despite obstacles and setbacks.					
Actively seek out opportunities to fulfil the organisation's /group's goals					

SOCIAL SKILLS	1	2	3	4	5
Sending clear and convincing messages					
Inspiring and guiding groups and people.					
Initiating or managing change.					
Negotiating and resolving disagreements.					
Nurturing instrumental relationships.					

SOCIAL AWARENESS	1	2	3	4	5
Sensing others' feelings and perspective, and taking an active interest in their concerns					
Sensing what others need in order to develop, and bolstering their abilities.					
Cultivating opportunities through diverse people.					

III. Part 3: Performance of employees:

Scale:

1: Underdeveloped; **2:** Needs improvement; **3:** Adequate; **4:** Good; **5:** Excellent

PERFORMANCE	1	2	3	4	5
Plan my work and manage the tasks given to me.					
I know how to set the right priorities.					
I take up challenging tasks.					
I come up with creative solutions					
I actively participate in meetings.					
I believe I am productive in my job.					

IMPACT OF EMOTIONAL INTELLIGENCE ON THE PERFORMANCE OF EMPLOYEES IN IT SECTORS, CHENNAI CITY- A STUDY

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ABSTRACT:

Emotional intelligence (EI) considerably and absolutely contributes towards employees' tasks and discourse performance. The purpose of this study is to measure the impact emotional intelligence on the demographic profile of employees in the IT sector in Chennai city. As a part of the intelligence interventions, there are five emotional intelligence factors and they are: Self-awareness, Self-regulation, Self-motivation, Social awareness, and Social skills. The research uses the Convenience sampling method. The data were collected from employees in the IT Sector from all age groups in Chennai city. The questionnaire circulated through Google form received 120 responses. Descriptive analysis, Regression, Correlation, ANOVA, and T-test were used to analyze the given data. The study reveals that there is a significant relationship between Emotional intelligence and the performance of the employees in IT sectors. The factors of Emotional Intelligence also show that they are positively correlated to each other.

Keywords: Emotional intelligence; Self-Awareness; Self-Regulation; Self-Motivation; Social skills; Social Awareness

I. INTRODUCTION:

Emotional intelligence (EI) otherwise conjointly called Emotional Quotient (EQ) and Emotional Intelligence Quotient (EIQ) is that the ability to know, use, and manage

one's own emotions in positive ways. Emotional Intelligence has been found to be a very important predictor of assorted desirable structure outcomes, like job performance, job satisfaction, structure citizenship behaviour, and structure commitment.

Daniel Goleman outlined Emotional Intelligence at the side of the array of its factors Self-Awareness, Self-regulation, Self-motivation, Social awareness, and Social skills. Emotional intelligence refers to the power to understand, control, and value emotions. It plays a very important role in serving to the managers and workers to address the dynamic changes that occur within the business atmosphere. Emotional intelligence may be learnt or can be an inborn characteristic.

1.1 Self- Awareness:

Individuals with high levels of emotional intelligence are comfortable with their own thoughts and emotions and perceive how they impact on others. Understanding and accepting the manner you are feeling is usually the primary step to overcoming it.

1.2 Self-Regulation:

It is conjointly necessary to be ready to manage and manage your impulses and emotions. Acting headlong or without caution will result in mistakes being created and might usually harm relationships with shoppers or colleagues.

1.3 Self-Motivation:

Being driven by solely cash or material rewards isn't a useful characteristic, per Goleman. A passion for what you are doing is much higher for your emotional intelligence. This results in sustained motivation, clear higher cognitive process and a far better understating of the organization's aims.

1.4 Social Skills:

Social skills are quite simply being friendly. Goleman describes them as "friendliness with a purpose", which means everyone seems to be treated with politeness and with respect, nevertheless healthy relationships are then conjointly used for private and organizational profit.

1.5 Social Awareness:

Not solely should you perceive your own emotions, however understanding and reacting to the emotions of others is additionally necessary.

Characteristic a particular mood or feeling from a colleague or consumer and reacting thereto will go an extended manner in developing your relationship.

II. OBJECTIVE OF THE STUDY:

The objective of the study is to measure the impact of emotional intelligence on the Performance of the employees in IT sector.

III. RESEARCH METHODOLOGY:

3.1 Population and Sample size:

The population size of the IT sector in the Chennai city is indefinite. The sample size is confined to a hundred and twenty (120) respondents. The research uses Convenience sampling technique.

3.2 Primary and Secondary data:

The study is completely based on primary data. Primary data for the study is collected through the self-administered questionnaire which was circulated through Google forms. The study uses Secondary data for Theoretical framework of the study and Review of literature collected from journals, books, thesis and magazines.

3.3 Questionnaire Development:

The structured questionnaire consisted of 3 sets; the first set consisted of the demographic profile of the employees working in the IT sector, the Second set consisted of the Factors of Emotional Intelligence given by Daniel Goleman namely Self-Awareness, Self-Regulation, Self-Motivation, Social skills and Social Awareness and the third set consisted questionnaire to analyze the performance of the employees. All the five factors of Emotional intelligence were identified through the review of literature.

The factors of Emotional intelligence and Performance of employees was measured with the help of 5-point Likert scale namely [Underdeveloped, Needs Improvement, Adequate, Good and Excellent] from 1 to 5, respectively.

3.4 Theoretical Framework:

The Independent factors are the factors of Emotional intelligence namely Self-Awareness, Self-Regulation, Self-motivation, Social skills and Social

Awareness and the Dependent factor to achieve the objective of the study
Performance of the employees.

IV. REVIEW OF LITERATURE:

According to John Mayer and Peter Salovey (1993) emotional intelligence is that the ability to accurately establish and perceive one's own emotional reactions and people of others. It conjointly involves the flexibility to control one's emotions to use them to form sensible choices and to act effectively

(Goleman, D. 1995) posits that emotional intelligence is as vital as ratio for achievement, as well as in tutorial, skilled, social, and social aspects of one's life. Goleman says that emotional intelligence can be a talent which will be taught and cultivated, and descriptions ways for incorporating emotional skills work at school data. He has printed emotional intelligence as "the skills to encourage oneself and move the face of frustrations; to manage impulse and delay gratification; to manage one's moods and keep distress from swamping the power to think; and to stress and to hope. Goleman presents emotional intelligence as a talent with 2 key areas in his emotional ability framework; "personal competence" that nine represents the way to manage ourselves (i.e. self-regulation, self-motivation, etc.) and "social competence" that represents the way to manage relationships (i.e. empathy, and social skills). (Goleman, D. 2001) Redefined Emotional intelligence because the ability through that someone might screen his emotions, alternative persons' emotions, differentiate between numerous emotions and label them and consequently he may use this emotional info to guide his thinking and behavior.

Robertson (2007) provided a summary of the conception of EI and its historic and theoretical foundations. Ways for developing and implementing skills associated with equivalent to boost clinical ability and cultural proficiency are explored.

There was a major relationship between the labor's emotional intelligence and their job performance. (Shooshtarian et al, 2013). All the four dimensions of emotional intelligence (self-emotional appraisal, others' emotional appraisal, use of feeling, and regulation of emotion) were absolutely important related to job performance (Yoke and Panatik, 2015). Emotional Intelligence could be a important predictor of

job performance (Aw et al, 2008). A study among sales executives disclosed that emotional intelligence has a sway on their performance (Babu, 2013)

There are heaps of models that specify the factors of Emotional intelligence:

Dunn et al (2007) examined whether or not people that are high in emotional intelligence (EI) build a lot of correct forecasts regarding their own affectional responses to future events. Affectional prognostication ability was assessed employing a longitudinal style during which participants were asked to predict however they might feel and report their actual feelings following 3 events in 3 completely different domains: politics and lecturers.

Daniel Goleman's model characterized Emotional Intelligence as an understanding one's own feelings, sympathy for others and therefore the regulation of emotion in an exceedingly means that enhances living' (Goleman, 1995). The 5 elements of Emotional Intelligence enclosed self-awareness, self-regulation, internal motivation, sympathy and social skills. Self-awareness, self-regulation and internal motivation, were sorted as Personal competencies. Sympathy and social skills were sorted as Emotional competencies.

In the ability model, there are four (04) basic emotional intelligence skills as well as self-awareness; self-management; social awareness; and social management (Bradberry, T., & Greaves, J. 2009)

- Self-awareness is that the ability to accurately understand one's own emotions and changing into attentive to the emotions as they happen. It's the mirror of a person's tendencies whereas responding to specific things and/or individuals.
- Self-management is that the ability to use awareness of one's own emotions to remain versatile and absolutely direct his/her behavior. It's the sensible innovate that someone controls his/her emotional reactions to specific things and/or individuals.
- Social awareness is that the ability to accurately perceive and concentrate on alternative people's emotions in an exceedingly true sense. It permits someone to grasp and value others' feelings regardless of his/her own emotion

- Relationship management is that the ability to effectively use cognizance and social-awareness skills whereas interacting with others and/or things. It permits someone to effectively communicate and resolve conflicts in tough things.

(Hutchinson, M., & Hurley, J. 2013) the primary 2 skills are associated with someone's own self whereas the third and fourth skills are associated with the opposite persons with that a person has interaction. A later study on this array of skills disclosed that everyone four skills are deemed necessary in an exceedingly work setting.

V. RESULTS:

5.1 Demographic Profile

Table 1.1: Table indicating the Percentage analysis of Demographic factors

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
AGE	<26 Years	88	73.3%
	26 to 30 Years	14	11.7%
	31 to 40 Years	11	9.2%
	41 to 50 Years	4	3.3%
	>50 Years	3	2.5%
GENDER	Male	64	53.3%
	Female	56	46.7%
EDUCATIONAL QUALIFICATION	Bachelors	76	63.3%
	Masters	39	32.5%
	Diploma	2	1.7%
	Doctorate	3	2.5%
POSITION [LEVEL OF HIERARCHY]	Junior	92	76.7%
	Manager	19	15.8%
	Senior level manager	9	7.5%
LENGTH OF SERVICE	0 to 1 Years	65	56.7%
	2 to 5 Years	27	22.5%

(EXPERIENCE)	6 to 9 Years	9	7.5%
	10 to 12 Years	7	5.8%
	>13 Years	9	7.5%

5.2 Relationship between the demographic factors and Factors of Emotional Intelligence:

Table 2.1: Table indicating the Descriptive mean statistics of Age factors and Factors of Emotional Intelligence

FACTORS	AGE FACTOR					F VALUE	SIGNIFICANCE
	<26 yrs	26-30 yrs	31-40 yrs	41-50 yrs	>50 yrs		
Self-Awareness	3.5028	3.9286	3.8182	4.4375	3.1667	2.486	0.05
Self-Regulation	3.5977	4.0714	3.8727	4.1500	3.1333	2.005	0.098
Self-Motivation	3.5227	3.9464	3.6364	3.7500	3.7500	0.800	0.528
Social Skills	3.5455	3.6286	3.8364	4.5000	3.6000	1.530	0.198
Social Awareness	3.5985	3.8810	3.8182	4.2500	3.5556	0.976	0.424

Since Ho is accepted; there is no significant difference between the age groups and the Factors of Emotional Intelligence.

Table 2.2: Table indicating the Descriptive mean statistics of Gender factors and Factors of Emotional Intelligence

FACTORS	GENDER FACTOR		F VALUE	SIGNIFICANCE
	FEMALE	MALE		
Self-Awareness	3.6161	3.5938	1.368	0.244
Self-Regulation	3.6607	3.7062	0.544	0.462
Self-Motivation	3.5536	3.6328	0.245	0.622
Social Skills	3.5536	3.6688	0.161	0.689

Social Awareness	3.6429	3.6979	0.455	0.501
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Since H_0 is accepted; there is no significant difference between the Genders and the Factors of Emotional Intelligence.

Table 2.3: Table indicating the Descriptive mean statistics of Education qualification factors and Factors of Emotional Intelligence

FACTORS	EDUCATIONAL QUALIFICATION FACTOR				F VALUE	SIGNIFICANCE
	Bachelors	Masters	Diploma	Doctorate		
Self-Awareness	3.5625	3.5962	4.1250	4.4167	1.358	0.259
Self-Regulation	3.6789	3.6462	4.2000	4.000	0.461	0.710
Self-Motivation	3.5921	3.5577	3.8750	4.000	0.313	0.816
Social Skills	3.5579	3.6564	3.9000	4.3333	0.990	0.400
Social Awareness	3.6150	3.7009	4.1667	4.333	0.990	0.400

Since H_0 is accepted; there is no significant difference between the educational qualifications and the Factors of Emotional Intelligence.

Table 2.4: Table indicating the Descriptive mean statistics of Experience factors and Factors of Emotional Intelligence

FACTORS	EXPERIENCE FACTOR					F VALUE	SIGNIFICANCE
	0-1 yrs	2-5 yrs	6-9 yrs	10-12 yrs	>13 yrs		
Self-Awareness	3.4265	3.7130	4.3333	3.6786	3.8333	3.163	0.017
Self-Regulation	3.5765	3.6741	4.3556	3.6000	3.9333	2.237	0.069
Self-Motivation	3.4449	3.7407	4.1111	3.2857	4.0278	2.437	0.051
Social Skills	3.4500	3.7185	4.2000	3.5714	4.0000	2.532	0.044
Social Awareness	3.5490	3.7531	4.0370	3.6667	4.0000	1.230	0.302

Since Ho is accepted; there is no significant difference between the experiences and the Factors of Self-regulation, Self-motivation and Social awareness.

Since Ho is rejected; there is a significant difference between the experiences and the Factors of Self-awareness and Social skills.

Table 2.5: Table indicating the Descriptive mean statistics of Levels of hierarchy factors and Factors of Emotional Intelligence

FACTORS	LEVELS OF HIERARCHY FACTOR			F VALUE	SIGNIFICANCE
	Junior	Manager	Senior Level manager		
Self-Awareness	3.4973	3.8421	4.1944	4.214	0.017
Self-Regulation	3.6435	3.6316	4.2222	2.259	0.109
Self-Motivation	3.5353	3.5658	4.2778	3.190	0.045
Social Skills	3.5283	3.7158	4.2889	3.819	0.025
Social Awareness	3.5906	3.7368	3.3704	3.852	0.024

Since Ho is rejected; there is a significant difference between the levels of hierarchy and the Factors of Emotional Intelligence

5.3 Relationship between the factors of emotional intelligence:

Table 3.1: Table indicating the Pearson Correlation Coefficient between dimensions of emotional intelligence among employees in IT Sector

Factors of Emotional Intelligence	Self-Awareness	Self-Regulation	Self-Motivation	Social Skills	Social Awareness
Self-Awareness	1	0.768**	0.762**	0.737**	0.714**
Self-Regulation		1	0.789**	0.779**	0.749**
Self-Motivation			1	0.740**	0.722**
Social Skills				1	0.742**

Social Awareness					1
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Since the values of Pearson Correlation lies between 0.7 and 1.0, this indicates that there is a strong positive linear relationship between the factors of Emotional Intelligence (Self-Awareness, Self-Regulation, Self- Motivation, Social Skills and Social Awareness

5.4 Relationship between emotional intelligence and performance of employees in IT sectors:

Table 4.1: Table indicating the Relationship between emotional intelligence and performance of employees in IT Sector.

Model	R	R Square	Adjusted R square	Std. Error of the estimate
	0.348 ^a	0.121	0.114	1.0033-

c. Dependent Variable: Performance

Model	Sum of Squares	df	Mean Square	F	Sign.
Regression	16.349	1	16.349	16.242	<0.001 ^b
Residual	118.781	118	1.007		
Total	135.130	119			

a. Dependent Variable: Performance

b. Predictors: (Constant), Emotional Intelligence

The significance <0.001 shows that there is a highly positive significant relationship between the performance of employees and Emotional intelligence because $P < 0.001$

VI. FINDINGS:

a) From the above Demographic tables; it is understood that the Emotional Intelligence is high in the following category of respondents:

- The Age group 41 to 50 years
- Amongst the male respondents
- Respondents with a doctorate degree

- Respondents with experience of 6 to 9 years and above
 - Respondents who are in the position of senior level management (top level)
- b) It is also found that there is a strong positive linear relationship between the factors of Emotional Intelligence (Self-Awareness, Self-Regulation, Self-Motivation, Social Skills and Social Awareness as the values of Pearson Correlation lies between 0.7 and 1.0.
- c) There is a significant relationship between Emotional Intelligence and Performance of employees in the IT sectors.

VII. CONCLUSION:

From the analysis of the data collected, the factors of Emotional intelligence such as Self- awareness, Self- regulation, Self- motivation, Social skills and Social awareness were analyzed. It was ascertained that there's a robust correlation between the Emotional Intelligence and therefore the job Performance of associate degree worker. Emotional Intelligence was ascertained higher within the cohort forty one to fifty years among the male staff. Additionally, it's ascertained that Emotional Intelligence is a lot of in staff with a lot of job expertise than with less job expertise within the IT sector. It is also analyzed that the Factors of Emotional Intelligence are perfectly correlated to each other and has a strong positive relationship

People with high EI square measure thus easier to deal with, their additional willing to alter and adapt to new environments and are additional empathic to alternative people's causes. In associate degree structure setting, high EI individual's square measure relied upon as moderators and other people are capable of fostering smart operating relationships supported understanding. They're conjointly ready to foster harmony, continuity and stability.

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