

# Investigating The Relationship between Employee's Emotional Quotient and Their Job Performance: With Special Reference to Private Management Institutions

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**Abstract:** Emotional intelligence is essential factor responsible for determining success in life and psychological wellbeing seems to play an important role in shaping the interaction between managers and employees in their work environment. **Objective:** The primary objective of this study is to investigate the relationship between employee's emotional quotient and job performance. **Methodology:** This study is basically descriptive-cross sectional in nature. Stratified sampling method is used to collect the data from sample. The primary data is collected with the help of questionnaire on 5 point scale. **Findings:** The results have shown that there is a strong impact of managing emotional quotient on employee's performance which ultimate increase their commitment towards organization. **Practical Implications:** Organizations should take initiative to improve the emotional quotient level of their employees as it plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization and enhance employees' commitment towards organization.

**Keywords:** Emotional quotient, Job performance, Employee's commitment

## I. INTRODUCTION

Emotions being a part of our genetic makeup we cannot do away with them even in the workplace and so are a part of behavior at home or at the workplace. The Emotional Quotient (EQ) is a measure of your ability to sense, understand, and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity

Emotional quotient is the concept that nowadays attracts much importance to it and leads to many revolutions in terms of cognition and emotions (Cherniss, et al, 2001). Theoretically emotional quotient refers to the area that amount of individual's attention, processing, and performance toward information determined based on internal or external emotion condition (Kafetsios, Zampetakis, 2004) Emotional quotient is of the controversial issues between discussed issues in psychology, public management, and scientific management. The application of emotional quotient and its advocacy in psychology, management, education, and learning systems lead to increasing its value (Law, et al, 2008). The last benefit of emotional quotient as an important issue in psychology researches and work environment refers to this fact that the

rates of emotion and scholastic aptitude couldn't consider as effective primary predictor in the individual's successfulness and performance (Dulewicz, Higgs, 2000, Mandell, Pherwani, 2003).

Job satisfaction has been defined in several different ways. According to Spector (2007) "job satisfaction is simply how people feel about different aspects of their jobs. It is extended to which people like or dislike about their jobs".

Many factors such as organizational factors, environmental factors, job nature and employee's characteristic influence on job satisfaction. Job satisfaction depends on the balance between work-role inputs and work-role outputs. Employees compare their inputs and outputs. If outputs increase relatively to inputs, job satisfaction will increase.

According to Webster, commitment is "an agreement to do something in the future". Commitment is the degree of employee's involvement, loyalty and belief in the values of the organization. Employees have loyalty, when they have many job opportunities, but they prefer to stay in the organization (Bhuan & Mengue, 2002).

## II. LITERATURE REVIEW

Salovey and Mayer (1990) introduced emotional quotient for the first time. But after two decades, yet there isn't any unit and acceptable definition of it. Indeed, diversity of authors and researchers that interest emotional quotient leads to offer different and diversity definitions for it, however these authors effort to explain all definitions and concepts of emotional quotient in the following two styles. In the first style known as ability style that introduced by Salovey and Mayer (1990), emotional quotient formed from basic mental abilities in terms of emotional perception, affects, affective facilities, thought, perception, effectiveness perception, and management of affective. Based on this perspective, the cognitions and affective interact with them and emotional quotient is abstract reasoning in front of affective and emotions. In the second perspective that known as combinative style, emotional quotient defined as the combination of mental abilities and personality streaks such as optimism, self-awareness, control emotions and impulses, strength, enthusiasm and motivation (Yousefi, 2006). In other words, emotional quotient refers to abilities of sound perception of environment,

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self-motivation, cognition, and perception control of yourself and others (so that these processes are able to facilitate thought and communication process) (Zarean, et al, 2007).

Based on the other definition, emotional quotient refers to set of cognitive abilities and skills that lead to increasing successfulness abilities in front of pressures and environmental contingencies. Gilman believed that emotional quotient includes both internal and external components. The internal components include self-perception, emotion of autonomy and capabilities, self-actualization, and decisiveness. The external components include interpersonal relationships, facility in empathy and responsibility emotions. Also emotional quotient includes individual's capability to perception of facts, flexibilities, problems solving skills, and ability to managing stress and impulses (Dehshiri, 2004). Salovey and Mayer (1990) reported that emotional quotient refers to abilities of controlling your and other's emotions to differentiating between them and utilizing information to directing an individual or performance (Chiva, Alegre 2008).

Sy et al. (2004) indicated that there are significant relationships between employee's emotional quotient and their job performance. Also there is significant relationship between manager's emotional quotient and job satisfaction of their employees with high emotional quotient compared to employees with less emotional quotient. It is determined in the other studies that there are significant relationships between emotional quotient and employee's job satisfaction and performance (Wong, Law, 2002, Guleryuz et al, 2008, Villard, 2004).

Porter (1974) believes that three factors cause to increase the commitment. These consist of organization goals acceptance, attempt to reach the goals and tendency to stay in organization.

Job performance, most commonly refers to the degree a person performs his job well. Performance is an extremely important criterion that relates to organizational outcomes and success. Among the most commonly accepted theories of job performance comes from the work of Campbell and colleagues (1970). Campbell describes job performance as an individual level variable. That is performance is person's behavior and something a single person does. Performance is not outcomes. Outcomes are the result of an individual's performance

The studies indicated that the managers and experts who have high levels of emotional quotient, they have more technical experiences and also have more skills to solving new conflicts, organizational and group weaknesses, and existence vacuums. Also the manager's reports in terms of exponential growth of emotional intelligence indicated that how to increase our reasoning power and utilize other's affective energies self-relationship power. New sciences approved that emotional quotient is infrastructure of many of important decisions, the most active and beneficial organizations, and more satisfying and successfulness life not intelligence quotient. Organizational managers in the present century intend to offer necessary facilities for their employees to increasing their emotional psychological abilities (Ashkanasy et al, 2002). With respect to the importance of

this issue, emotional sides of employees should attend rather than their mental sides. Emotional quotient can provide favorable environment for employees and also influences their job satisfaction, effective management, and organizational development (Patra, 2004). Therefore emotional quotient can play an important role in work environment (Goleman et al, 2002, Sy, Cote, 2004). Especially some researchers and authors indicated that the employee's emotional quotient could consider as the predictor of important outcomes such as job performance and job satisfaction (Prati et al, 2003, Wong, Law, 2002, Daus, Ashkanasy, 2005). Also some experts indicated that the manager's emotional quotient could influences employee's job performance (Prati et al, 2003, George, 2000). The studies indicated that emotional quotient has many important roles in employee's satisfaction and their productivity (Jordan et al, 2002, Mallinger, Banks, 2003).

### III. NEED AND RELEVANCE OF THE STUDY

The efficiency of working environment in different organization is dependent on many factors. One of the imperative and intrinsic factor is the emotional level of the employee which has an essential role in providing the real time efficiency to employee's performance. This factor of Emotional quotient is intangible attribute which has an overall control on the employee. So, it is must to understand this concept and its components which forms it.

### IV. OBJECTIVE OF THE STUDY

- To study the relationship between employees' emotional quotient and job performance
- To study the difference among male and female employees' emotional quotient
- To study the relationship between employee's emotional quotient and employees' commitment

### V. CONCEPTUAL MODEL

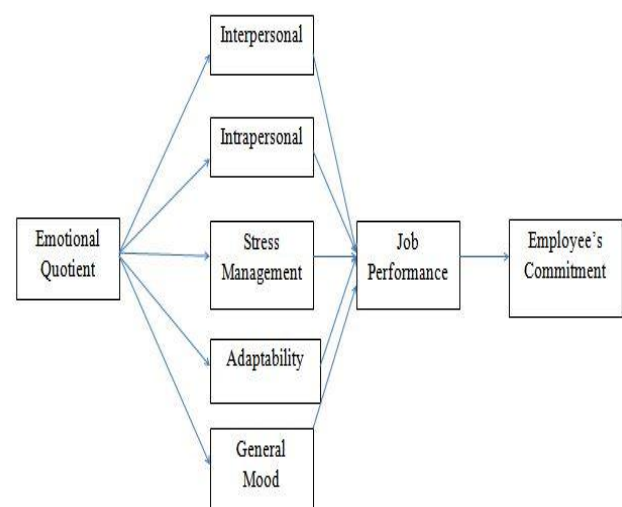


Figure 1: Conceptual model



**VI. HYPOTHESES:**

The primary purpose of this research is to examine the relationship between employee’s emotional quotient and job performance. In the light of literature cited above the hypothesis are as follows:

**H1: There is no significant relationship between employee’s emotional quotient and job performance.**

**H2: There is no significant relationship between employee’s emotional quotient and employee’s commitment.**

**H3: There is no significant difference in the level of emotional quotient of male and female employee’s.**

**VII. RESEARCH METHODOLOGY**

Organizational learning competencies play an important role to examining the effect of emotional quotient on employee’s job performance. With respect to this, the main purpose of this study is to examine the relationship between overall emotional quotient and its components with employee’s job satisfaction at Isfahan University of medical sciences.

**Measurement of Emotional Quotient:**

This study divides emotional quotient into five general areas of competency and then subdivides those five areas into more specific sets of skills. The five general areas are intrapersonal, interpersonal, adaptability, stress management, and general mood.

**Scales Sub-components**

Intrapersonal Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, Self-Actualization

Interpersonal Empathy, Social Responsibility, Interpersonal Relationships

Adaptability Reality Testing, Flexibility, Problem Solving

Stress Management Stress Tolerance, Impulse Control

General Mood Optimism, Happiness

**Relationship between employees’ Emotional Quotient and Job performance:** The importance of emotional quotient in today’s work environment has often been overlooked and has become the focus of greater attention and investigation by researchers and managers in order to increase employees’ commitment. Emotional quotient is one of the major factors of employees’ development and success.

Method of research: The present study is descriptive-cross sectional in nature. The statistical population of this study includes employees of private management institutions. For this study stratified sampling method has been used. The focus of this research is on the employees of management institutions. The population was divided into strata which consisted of the five business-related departments/institutes/colleges of the Dr. A.P.J. Abdul Kalam Technical University, Lucknow, out of which three were selected randomly. Finally, responses have been collected from randomly selected target sample from each group.

Pilot Study: First the pilot study has been done and its variation placed in sampling method and then the final sample size has been determined 129 employees.

Standard questionnaire of emotional quotient: this is the form with 50 questions to measuring emotional quotient that

formed from five components including intrapersonal components, interpersonal components, stress management, adaptability and general mood. This also includes 15 sub-components including Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, Self-Actualization, Empathy, Social Responsibility, Interpersonal Relationships, Reality Testing, Flexibility, Problem Solving, Stress Tolerance, Impulse Control, Optimism, Happiness. These questions developed based on Likert’s scales and the rate of each question varies from 1 to 5. The reliability of this scale is 0.81. The content validity of the questionnaire has been assessed by a panel of experts comprised of psychology and management academics and experts.

In order to analyzing data and concluding results, Pearson correlation, Regression and T test have been used with the help of SPSS.

**VIII. ANALYSIS**

**Table 1: Normality of data**

	Intra personal	Inter personal	Ada ptab ility	Stress Manag ement	Genera l Mood
<b>Frequ ency</b>	129	129	129	129	129
<b>Z Score</b>	1.006	1.003	1.05 2	1.092	1.00 5
<b>Signifi cance level</b>	0.190	0.191	0.18 6	0.184	0.18 9

It can be seen in the above table Z statistics in all variables are not significant, statistically and  $P > 0.05$ , so null hypothesis based on abnormal data Rejected and the alternative hypothesis based on normality of the data is confirmed.

**Descriptive statistics**

Data are being presented in tabular form:

**Table 2: Descriptive statistics of Job performance, employee’s Commitment and emotional quotient**

Statistic		Job Performanc e	Employee’s Commitment	Emotiona l Quotient
<b>N</b>	<b>valid</b>	129	129	129
	<b>Missin g</b>	0	0	0
<b>Mean</b>		3.2411	3.852	4.4406
<b>Median</b>		3.3300	3.910	4.4005
<b>Std. Deviation</b>		.49411	.4899	.57355
<b>Skewness</b>		-1.062	0.1785	.151
<b>Std. Error of Skewness</b>		.135	.135	.135
<b>Kurtosis</b>		.867	.788	.665
<b>Std. Error of Kurtosis</b>		.270	.270	.270



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### Characteristics of the sample

Out of the 129 respondents, 65% of them are females, and 35% are males. The age group of respondents is between 28-44years. It can be seen that majority of respondents are aged 28/29 or 31/32.

### Item analysis

The item-reliability index is the relationship between each item score and the test total score. The index is calculated by Pearson's correlation coefficients. A moderate coefficient ( $r > 0.3$ ) is expected for item-reliability to indicate an acceptable item (Cohen, 1988).

The item-discrimination index is a t-score, and is the product of the mean difference test of the total score between high scorers and low scorers (Gregory, 2004).

### Intrapersonal Dimension

**Table 3: Item-reliability index and Item-discrimination Index for Intrapersonal sub-scale**

	Items	Item-reliability index	Item-discrimination Index
4	I am always able to see things from the other person's viewpoint	0.34	16.58
9	I am excellent at empathizing with someone else's problem	0.31	14.09
14	I can tell if someone is not happy with me	0.16	8.62
19	I can tell if a team of people are not getting along with each other	0.37	17.10
24	I can usually understand why people are being difficult towards me	0.37	15.21
29	Other individuals are not 'difficult' just 'different'	0.28	7.60
34	I can understand if I am being unreasonable	0.29	8.92
39	I can understand why my actions sometimes offend others	0.30	9.64
44	I can sometimes see things from others' point of view	0.27	18.53
49	Reasons for disagreements are always clear to me	0.31	12.64

### Interpersonal Dimension

**Table 4: Item-reliability index and Item-discrimination Index for Interpersonal sub-scale.**

	Items	Item-reliability index	Item-discrimination Index
1	I realize	0.35	11.61

	immediately when I lose my temper		
6	I know when I am happy	0.31	9.63
11	I usually recognize when I am stressed	0.32	8.62
16	When I am being 'emotional' I am aware of this	0.29	7.26
21	When I feel anxious I usually can account for the reason(s)	0.28	8.12
26	I always know when I'm being unreasonable	0.32	12.96
31	Awareness of my own emotions is very important to me at all times	0.29	11.60
36	I can tell if someone has upset or annoyed me	0.28	15.47
41	I can let anger 'go' quickly so that it no longer affects me	0.27	12.96
46	I know what makes me happy	0.31	11.05

### Stress Management Dimension

**Table 5: Item-reliability index and Item-discrimination Index for Stress Management sub-scale.**

	Items	Item-reliability index	Item-discrimination Index
3	I am able to always motivate myself to do difficult tasks	0.29	8.53
8	I am usually able to prioritize important activities at work and get on with them	0.33	14.47
13	I always meet deadlines	0.47	15.81
18	I never waste time	0.39	16.60
23	I do not prevaricate	0.35	15.02



28	I believe you should do the difficult things first	0.28	12.57
33	Delayed gratification is a virtue that I hold to	0.39	11.52
38	I believe in 'Action this Day'	0.51	13.56
43	I can always motivate myself even when I feel low	0.24	12.89
48	Motivations has been the key to my success	0.31	11.72

**Adaptability**

**Table 6: Item-reliability index and Item-discrimination Index for Adaptability sub-scale.**

	Items	Item-reliability index	Item-discrimination Index
5	I am an excellent listener	0.35	13.68
10	I never interrupt other people's conversations	0.47	12.12
15	I am good at adapting and mixing with a variety of people	0.38	11.89
20	People are the most interesting thing in life for me	0.41	10.56
25	I love to meet new people and get to know what makes them 'tick'	0.29	12.64
30	I need a variety of work colleagues to make my job interesting	0.35	13.89
35	I like to ask questions to find out what it is important to people	0.51	12.56
40	I see working with difficult people as simply a challenge to win them over	0.26	11.02
45	I am good at reconciling differences with other people	0.32	12.65
50	I generally build solid relationships with those I work with	0.31	11.97

**General Mood Dimension**

**Table 7: Item-reliability index and Item-discrimination Index for General Mood sub-scale.**

	Items	Item-reliability index	Item-discrimination Index
2	I can 'reframe' bad situations quickly	0.31	10.07
7	I do not wear my 'heart on my sleeve'	0.32	12.46
12	Others can rarely	0.30	10.78

	tell what kind of mood I am in		
17	I rarely 'fly off the handle' at other people	0.28	10.35
22	Difficult people do not annoy me	0.37	7.56
27	I can consciously alter my frame of mind or mood	0.36	15.03
32	I do not let stressful situations or people affect me once I have left work	0.45	12.79
37	I rarely worry about work or life in general	0.39	12.44
42	I can suppress my emotions when I need to	0.37	10.46
47	Others often do not know how I am feeling about things	0.37	11.20

**Hypothesis Testing**

**H1: There is no significant relationship between employee's emotional quotient and job performance.**

In order to determine if there is a relationship between emotional quotient and job performance, the tests of correlation and regression has been conducted. The value of Pearson correlation ( $r = 0.933$ ,  $p < 0.05$ ) shows that a strong relationship existed between emotional quotient and job performance. After correlation, hierarchical regression has been conducted to analyze if emotional quotient significantly predicts job performance after controlling for age and gender.

**Table 8: Model Summary for Hierarchical Regression**

Model	Job Performance	R	R Square	R Square Adjusted
Predictor: Age, Gender		.890	.7921	.792
Predictor: Age, Gender, EQ		.924	.8537	.860

The control variables of age and gender are added to the first step of hierarchical regression. Table 8 shows that emotional quotient predicted 85.37% variance in job performance after controlling for age and gender. The results of hierarchical regression has given an R-square value of 0.860 ( $p < 0.05$ ).



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The model is statistically significant; EQ is able to predict a very large variation in job performance.

**H2: There is no significant relationship between employee's commitment and emotional quotient.**

In order to test this hypothesis correlation and regression has been applied. The value of Pearson correlation ( $r = 0.856$ ) shows that a high relationship existed between emotional quotient and employee's commitment. The  $p$ -value is 0.04 ( $p < 0.05$ ) so it has been showed that the relationship is statistically significant. An  $R$ -square value of 0.817 shows that emotional quotient predicted 81.7% variance in employee's commitment, which is a very strong relationship and predictive power.

**H3: There is no significant difference in the level of emotional quotient of male and female employee's.**

In order to test this hypothesis one sample  $t$  test has been employed after splitting the dataset into the two groups of male and female. The result has shown that there is a significant difference in the level of emotional quotient of male and female employee's ( $p < 0.05$ ). The result has shown that women are more likely to score higher on measures of emotional quotient than men, both in professional and personal settings.

## IX. FINDINGS & CONCLUSION

The present study has produced some important results that have implications for both research and practice. The study on employee's emotional quotient and their ability to perform effectively on the job is identified, which has a direct impact on job satisfaction. These emotional skills are to be developed for achieving higher employee productivity and to enhance employee's commitment towards organization. This has implications for management, suggesting that organizations could be profitable by identifying the level of emotional quotient of employees and apply interventions that are focused on developing emotional quotient among the employees in the organization.

The study has also shown some differences observed in level of emotional quotient in male and female employees, rate of self-motivation and autonomy is more in male employees, but rates of self-awareness, empathy, and social skills are more in female employees than male ones.

The findings from the current study have important implications on application of emotional quotient on employee performance; there remain a number of other functions of Human Resource Management where the implementation of emotional quotient could be equally beneficial. Hence there lies the scope of further study in those areas.

The practical implications of this study for the researchers and managers are numerous. For preparing employees to cope with the dynamic and competing business environment it is essential to integrate emotional quotient training into the business curriculum.

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He has done his doctoral in management from Lucknow University. He has done his post graduate in management. His areas of interest are human resources, marketing, business mathematics, operation research, research methodology etc. He has published

2 research papers in national journals and 6 research papers in international journal. He has attended more than 15 national and international conferences. He has also attended several Faculty development programs and workshops on SPSS and AMOS sponsored by ICSSR New Delhi. Over the years, he has developed an innovative approach to teaching and conducting research. He has creative and effective management skills, flexible and efficient working with changing priorities and diverse audiences. He is able to navigate through complex issues and conceive of solutions leading to cooperation between disparate groups and individuals.