

**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE
AND JOB PERFORMANCE OF MANAGERS IN PUBLIC
SECTOR ENTERPRISES IN KERALA**

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Abstract

Organizations have to manage change in an effective way. Emotional intelligence plays an important role in helping the managers and employees to cope with the changes in the business environment. From the perspective of the humanistic existential approach, everyone has the potential to grow and develop. Assessing one's emotional intelligence and presenting the findings affords one an opportunity to engage in self-exploration which may potentially lead to self-growth and self-actualisation and indirectly lead to improved job performance. Emotional intelligence can play a significant role in the work environment (George 2000, Goleman, Boyatzis and Mckee 2002, Law, Wong, Song, 2004; Sy and Cote,2004; Wong and Law 2002). Specifically researchers assert that employee's EI can predict work related outcomes such as job satisfaction and job performance (Bachman, Stein, Campbell and Sitarenior, 2000; Prati, Douglas, Ferris, Ammeter, and Buckley,2003; Wong and Law,2002). A study was conducted to know the relationship between workplace outcomes and Emotional Intelligence (EI) among managers in Public Sector Enterprises (PSE) in Kerala. The variables used in this study include Emotional Intelligence and Job Performance. Emotional intelligence factors include perceiving emotions, using emotions, understanding emotions and managing emotions. Job performance factors include job related factors, task related factors, cooperation, coordination, commitment and dedication. The study was administered by using a structured questionnaire. A five point Likert scale was used to record the response. The data were collected from 100 managers of select Public Sector Enterprises in Kerala. The

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questionnaire used for this study consists of three sections. Section A collected the demographical data of the respondents. Section B and C consist of statements of emotional intelligence and job performance factors. Public Sector Enterprises in Kerala were selected on the basis of criteria such as profitability and number of managers working in them. Judgment sampling was used to select the respondents from selected firms. Hypothesis were formulated and tested using statistical tools. The study revealed that Emotional Intelligence and workplace outcomes are very much interrelated and affect each other. The results provide preliminary evidence that EI measured as a set of abilities, is positively associated with job performance of managers in Public Sector Enterprises in Kerala. The outcome of the study helps managers in Public Sector Enterprises to acquaint more about their own and others emotions (EI), which is proven to have a powerful role in their own job performance. The role of Emotional Intelligence in organizational settings has provided important insights into the way in which people in organizations behave, and enlightens the managers to develop and maintain a positive emotional climate in their organization. Achieving emotional intelligence skills for managers are very vital in the augmentation of efficiency and job performance. Stressing the need to have an understanding of the importance of emotional intelligence in improving job performance by the Public Sector Enterprises is the contribution of this study. By applying emotional intelligence, it is possible to improve managers' and employees' job performance as well as effectiveness and efficiency of the organizations. .So it is better that the company should add a soft skills category as part of its performance appraisal of Managers.

Key Words: - Emotional Intelligence, Job performance, Public Sector Enterprises

1. Introduction

Organisations globally have experienced with various techniques and methods in an attempt to identify the best – fit employees for their particular jobs. Recently many organisations have begun using psychometric testing as a technique to predict an individual's performance under different circumstances. So, a new generation of competent officers should be employed by these organizations to tackle the shifts and competitiveness and contend with this situation.

Emotions in workplace settings and emotional intelligence are hot topics in management today. Emotional intelligence can play a significant role in the work environment (George 2000, Goleman, Boyatzis and Mckee 2002, Law, Wong, Song, 2004; Sy and Cote,2004; Wong and Law 2002)¹. Specifically researchers assert that employee's EI can predict work related outcomes such as job satisfaction and job performance (Bachman, Stein, Campbell and Sitarenior, 2000; Prati, Douglas, Ferris, Ammeter, and Buckley,2003; Wong and Law,2002)². But there is more to emotions in the workplace than just emotional intelligence. However the empirical evidence is scant (Day and carroll,2004; Zeidner, Mathews and Roberts,2004)³ and no study has examined the effect of managers EI on job performance and organisations outcomes. This study examines the effects of emotional intelligence on job performance of managers in select public sector firms in Kerala.

From the perspective of the humanistic existential approach, everyone has the potential to grow and develop. Assessing one's emotional intelligence and presenting the findings affords one an opportunity to engage in self-exploration which may potentially lead to self-growth and self- actualisation and indirectly lead to improved job performance. People who are emotionally intelligent are able to process information logically, cognitively and efficiently, and on the basis of this, make informed decisions and manage themselves (Coetzee *et al.*, 2006)⁴. EI has an impact on every aspect of one's life (private and professional) and impacts on communication and interpersonal competencies as well as career decision-making processes and behaviours.

2. Literature Review

Emotional intelligence (EI) as a concept has only received noteworthy attention in the past decade but the traces of concepts relating to it were already discussed as early as the 1920s. According to Goleman (2000)⁵, in the 1920s Thorndike became the first psychologist to

explore social intelligence, which with time and additional information became known as emotional intelligence. The focus on emotional intelligence started in 1990, when Salovey and Mayer came up with their theory of EI (Goleman, 2000). The public became widely aware of the concept in 1995 after the publication of Goleman's book on the subject (Geher & Renstrom, 2004)⁶. The main interest in EI emanated from an increasing awareness that it has an impact on job performance, subjective well-being, motivation and many other areas of one's life (Bar-On, 2007)⁷. EI is important in the work context and should therefore be the focus of any competitive company (Bar-On, 2007).

Research worldwide and across different industries indicates that top performers can be differentiated from average ones by taking cognisance of their emotional intelligence (Bliss 2000; Cavallo, 2000; Strickland, 2000)⁸. According to Colvin (1999)⁹ those who are emotionally intelligent follow their values and believe in continuous learning and focus on instilling vision. The importance of emotional intelligence, its direct positive relationship with job performance and its predictive validity regarding future performance (Drucker, 1996; Hooper & Potter, 2000; Nel & De Villiers, 2004; Weisinger, 1998)¹⁰ drove research efforts and encouraged debates on the topic worldwide.

There are numerous definitions of EI, which are complementary all of them aim to understand the abilities and traits related to one's own and others' emotions (Emmerling & Goleman, 2003)¹¹. Salovey and Mayer (1990, p. 189)¹² view EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". In other words, EI involves being able to observe, recognise and understand one's own emotions and the emotions of others and to make a distinction between one's own emotions and those of others.

Goleman (1995, 1998b)¹³ made his mark when he wrote his book *Emotional intelligence* in 1995, which to this day is the most popular book on EI (Russell & Barchard, 2002)¹⁴. What makes his theory unique and different from previously developed models, is its focus on EI in the work context and in the light of job performance. His theory suggests that social and emotional competencies are crucial in outstanding job performance (Emmerling & Goleman, 2003)¹¹.

For the last 10 years, extensive research has been conducted on the concept of EI. Thanks to researchers such as Goleman and Bar-On the concept has been explored in the work context and its influence on school and work performance investigated. It has been determined that EI is a combination of interpersonal and intrapersonal skills, that it changes with age and that it can be developed through training and coaching (Bar-On, 2007b; Goleman, 2001b)¹⁵.

The word “performance” is used frequently in companies, among human resources personnel and in industrial psychology and management. Regardless of its importance and popularity, it is seldom clearly defined (Neely, Gregory & Platts, 1995)¹⁶.

Job performance is usually described in terms of observable and nonobservable behaviours which can be appraised (Viswesvaran, Ones & Schmidt, 1996)¹⁷. It is a multidimensional concept which describes how one completes a task, focusing on efficiency, skills used, initiative and utilised resources (Rothmann & Coetzer, 2003)¹⁸.

To be successful a company needs effective leadership (Bass, 1997; Fiedler & House, 1988)¹⁹. An effective leader is able to influence subordinates in such a way that their performance contributes towards achieving organisational goals and strategy (Jones & George, 2000)²⁰.

EI is crucial to a leader’s success (Goleman, 2001; Vitello-Cicciu, 2002)²¹. According to McClelland (1998)²², it is as though it is based on the competencies above the tipping point (the peak at which the potency of a competence has an immense effect on one’s performance) that one is able to distinguish average from top players. In his research, Boyatzis (1999)²³ demonstrated that in order to reach or exceed the tipping point, one needs to have at least three out of four components of EI as per Goleman’s definition. When it comes to job performance, IQ measures fail to explain differences relating to the performance and career success of leaders and top management. One needs more than IQ measures to predict the performance of leaders; EI needs to be taken into account as well (Emmerling & Goleman, 2003)¹¹. According to Bachman (1988)²⁴ the emotional tone that managers put in place will have an effect on the team throughout.

Thus far, numerous studies have been conducted on the relationship between job performance and EI (Landy, 2005)²⁵. The findings do not always support one other, but each study adds new and valuable information into the mix. Unfortunately this lack of consensus leads to

questions about the scientific status of EI (Cote & Christopher, 2006; Landy, 2005)²⁶. Some studies demonstrate a positive relationship between EI and job performance (Lam & Kirby, 2002; McClelland, 1998; Sue-Chan & Latham, 2004; Wong, Law & Wong, 2004)²⁷, while other researchers argue the opposite, stating that there is no relationship or an inconsistent one between these two variables (Austin, 2004; Petrides, Frederickson & Furnhman, 2004; Sosik & Megerian, 1999)²⁸. Mayer and Salovey (1997) and Goleman (1998) support the view that EI accounts for variance in job performance which cannot be explained by constructs such as cognitive intelligence.

Another study that supports the predictive validity of EI in differentiating between high and average performers in the workplace was that of Kelley and Caplan (1993)²⁹ conducted at Bell Laboratories (Dulewicz & Higgs, 2000)³⁰. Kelley and Caplan (1993), in collaboration with other experts, developed a checklist of noncognitive actions on which people received training. The study covered 600 out of 5 000 workers at Bell Laboratories. After the study was concluded

Although numerous studies indicate that there is a relationship between EI and job performance, cognitive intelligence cannot be overlooked. According to Wagner's meta-analysis, cognitive intelligence accounts for approximately 6% of variance in work performance, and based on six studies conducted by Bar-On (such as the two discussed above), EI is responsible for about 30% of 52 variance in performance. EQ therefore accounts for about five times more variation than IQ (Bar-On *et al.*, 2005)³¹.

3. Research Methodology

3.1 Purpose and objective of the study

The primary objective of this study was to describe the relationship between Emotional intelligence and job performance of managers in Public sector firms in kerala. The objectives of the study include:

1. To establish the effect of demographic variables on emotional intelligence factors.
2. To study about job performance of managers in select Public sector firms in Kerala
3. To measure the emotional intelligence of managers.
4. To establish the relationship between job performance and emotional intelligence.

5. To make a comparison of the relationship between job performance and emotional intelligence of managers in the firms selected for study.
6. To give suggestions to attain better job performance of managers through improved emotional intelligence.

Based on the above objectives the following hypotheses are formulated.

H1: There is no significant relationship between emotional intelligence and age of managers.

H2: There is no significant relationship between emotional intelligence and gender of managers.

H3: There is no significant relationship between emotional intelligence and total service of managers.

H4: There is no significant relationship between emotional intelligence and qualification of managers.

H5: There is no significant relationship between emotional intelligence and job performance.

From the review of literature the following variables were identified for the study. It includes:-

Emotional intelligence factors include perceiving emotions, using emotions, understanding emotions and managing emotions. Job performance factors include job related factors, task related factors, cooperation, coordination, commitment and dedication.

A descriptive research approach was adopted for this study, in order to satisfy the research objectives. Primary and secondary data were used for this study. In order to obtain the primary data, a self administered questionnaire was used. Journal articles, books and magazines were used in order to obtain the secondary data. The target population for this investigation included respondents from public sector firms in Kerala. Data were collected from 100 managers of public sector firms with the help of a structured questionnaire. Public sector firms were selected from three regions (northern region, central region and southern region) of Kerala keeping in mind the number of managers working in the firms. Judgment sampling was used to select the respondents from selected firms.

The questionnaire used for this study consists of three sections. Section A collected the demographical data of the respondents. Section B and C consist of statements of emotional intelligence and job performance factors. A five point Likert scale was used to record the response. To determine the reliability and empirical results of the hypothesized relationships appropriate measuring instruments were used and the data gathered from the sample were subjected to thorough analysis.

Data analysis was conducted by using the following statistical tools

Descriptive statistics were calculated. Burns and Burns (2008) and Lind, Marchal and Wathen (2008)³² have described descriptive statistics as the transformation of raw data into a form that will make it easily understandable, in an organized presentable and analyzed format. Specifically descriptive statistics such as frequency distribution were calculated to summarize the sample data distribution.

In order to analyse the data SPSS 21 Statistics was used. To find out the relationship between the variables of the study Pearson's correlation analysis and ANOVAs were used and tested the hypothesis.

4. Analysis and Interpretation

4.1. Demographical characteristics of respondents

Demographical characteristics of respondents include age, gender, total years of service and qualification. In the age group classification, 15% of respondents belonging to the age group of less than 30. 31-40 age groups consist of 27%. 41-50 category have 20% and 38% of respondents belonging to the age group of 51--60 categories.

The frequency table below also shows that 74% of respondents are males and remaining 26% are females. 38% of respondents have service of 21-30. In the demographical characteristics of qualification 39% of respondents have the qualification of under graduation.

Characteristics	Frequency	Percent
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Age group		
<30	15	15
31-40	27	27
41-51	20	20
51-60	38	38
Gender		
Male	74	74
Female	26	26
Total Service		
<10	23	23
11-20	37	37
21-30	38	38
>30	2	2
Qualification		
UG	39	39
PG	29	29
Professional	32	32

4.2. Relationship between Emotional intelligence and age group of managers

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
perceiving	Between Groups	28.186	3	9.395	12.389	.000
	Within Groups	72.802	96	.758		
	Total	100.988	99			
using	Between Groups	32.462	3	10.821	7.823	.000
	Within Groups	132.788	96	1.383		
	Total	165.250	99			
understanding	Between Groups	32.476	3	10.825	11.622	.000
	Within Groups	89.418	96	.931		
	Total	121.895	99			
managing	Between Groups	22.608	3	7.536	5.039	.003
	Within Groups	143.583	96	1.496		
	Total	166.191	99			

From the above table it is clear that the p value is less than .05 and so H₀ is rejected. Hence there is significant relationship exist between emotional intelligence and age group of managers.

4.3.. Relationship between emotional intelligence and Gender of respondents

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
perceiving	Between Groups	.830	1	.830	.812	.370
	Within Groups	100.158	98	1.022		
	Total	100.988	99			
using	Between Groups	1.478	1	1.478	.885	.349
	Within Groups	163.772	98	1.671		
	Total	165.250	99			
understanding	Between Groups	1.218	1	1.218	.989	.322
	Within Groups	120.677	98	1.231		
	Total	121.895	99			
managing	Between Groups	.471	1	.471	.279	.599
	Within Groups	165.720	98	1.691		
	Total	166.191	99			

The table shows there is no significant relationships exist between emotional intelligence and gender of managers.

4.4. Relationship between emotional intelligence and total service of managers

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
perceiving	Between Groups	20.498	3	6.833	8.149	.000
	Within Groups	80.490	96	.838		
	Total	100.988	99			
using	Between Groups	21.249	3	7.083	4.722	.004
	Within Groups	144.001	96	1.500		
	Total	165.250	99			
understanding	Between Groups	36.348	3	12.116	13.596	.000
	Within Groups	85.547	96	.891		
	Total	121.895	99			
managing	Between Groups	20.941	3	6.980	4.613	.005
	Within Groups	145.250	96	1.513		
	Total	166.191	99			

From the table it is revealed that there is significant relationship exists between emotional intelligence factors and total service of managers in public sector firms in Kerala.

4.5. Relationship between emotional intelligence and Qualification.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
perceiving	Between Groups	1.754	3	.585	.530	.663
	Within Groups	105.884	96	1.103		
	Total	107.638	99			
using	Between Groups	4.305	3	1.435	1.400	.248
	Within Groups	98.379	96	1.025		
	Total	102.683	99			
understanding	Between Groups	4.305	3	1.435	1.400	.248
	Within Groups	98.379	96	1.025		
	Total	102.683	99			
Managing	Between Groups	3.530	3	1.177	1.279	.286
	Within Groups	88.336	96	.920		
	Total	91.866	99			

Here also the p value is greater than .05 and H0 is accepted. Hence there is no significant relationship exist between emotional intelligence and qualification of respondents.

4.6.. Relationship between Emotional Intelligence and Job Performance

Correlations

		Emotional intelligence	job performance
Emotional intelligence	Pearson Correlation	1	.750**
	Sig. (2-tailed)		.000
	N	100	100
job performance	Pearson Correlation	.750**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

Correlation analysis was done to see whether there is a positive relationship between Emotional Intelligence and Job Performance of managers.

It is seen that correlation coefficient is 75%. Hence both emotional intelligence and job performance affect each other. There is a positive relationship between them.

Here the p value is less than .01. So H₀ is rejected.

Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.603	.605	.61445

a. Predictors: (Constant), emotional intelligence

The table illustrates that value of R square is .605 which is equal to 60.5%. This means that independent variable that is Emotional intelligence of managers is accounting for 60.5% of variation in the dependent variable (Job Performance).

$F_{(1, 98)} = 152.517$; $P < 0.01$

From the table given below, it is seen that, the value of p is less than 0.01. Hence the overall effect of this independent variable (Emotional intelligence) is highly significant. Therefore, the study can generalise the results of sample to predict for the entire population.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	57.621	1	57.621	152.517	.000 ^b
1 Residual	37.025	98	.378		
Total	94.646	99			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), emotional intelligence

5. Discussion

The study analysed the effects of demographical variables on emotional intelligence. The test result shows that there is a significant relationship between the demographical variables of age and total service of managers on their emotional intelligence. The analysis of the variables, gender and qualification of managers revealed not much significant relationship on emotional intelligence.

From the correlation analysis, it is revealed that there exists a significant relationship between emotional intelligence and job performance. All the variables of job performance are positively correlated with the variables of emotional intelligence. So it is clear that a person's emotional intelligence affects his performance.

5.1. *Practical approach of the study*

From the study it is revealed that there is strong correlation between emotional intelligence and job performance of managers in public sector firms in Kerala .So it is better that the company should add a soft skills category as part of its performance appraisal of Managers. Manager's success is not only based on reaching the targets, but also on the development of his or her team and their interactions with others.

It is also better that since emotional intelligence emerged as an important factor impacting on job performance, the managers should be coached on emotional intelligence skills.

5.2. *Recommendations for future studies*

Further studies should include larger and broader samples that are more representative of the population, examining other factors of workplace outcomes such as work attitude, organisation citizenship behaviour; interpersonal facilitation etc. Employees at different levels in the organisation (leaders and executives) should be included in the study.

6. Conclusion

Attaining the most feasible performance is considered as the significant aim of all organizations. As such, organizations are required to concentrate on the emotional intelligence as a challenging variable for sustaining high performance and the development of the competitive privilege. According to the previous studies, emotional intelligence has a key role in the increase of performance. Different studies are illustrative

that high-level possessed emotional intelligence individuals have also excellent job performance. Individuals that promote emotional intelligence have success in their career as there is a relationship between success and emotional intelligence and they are influenced by each other. Achieving emotional intelligence skills for managers are very vital in the augmentation of efficiency and job performance. Stressing the need to have an understanding of the importance of emotional intelligence in improving job performance by the Public Sector Undertakings is the contribution of this study. By applying emotional intelligence, it is possible to improve managers' and employees' job performance as well as effectiveness and efficiency of the organizations.

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