

# IMPACT OF EMOTIONAL INTELLIGENCE AT WORKPLACE - A STUDY OF WARANGAL

Reshma\*, Sadiqua Tabassum\*\*

\*Assistant Professor, The Crescents College of Business, Management, Janpak, Warangal, Telangana, India.  
Email: safareshma8@gmail.com

\*\*Assistant Professor, The Crescents College of Business, Management, Janpak, Warangal, Telangana, India. Email: sadqathabassum@gmail.com

---

**Abstract** *The purpose of the present research study is to measure the impact of emotional intelligence at workplace. Emotional intelligence is the important part of human recourse management. It incorporates tactics that are useful at the workplace. It is used in resolving conflicts, measuring the performance of the employees in an organisation. Therefore, it is important to study about the impact of emotional intelligence at workplaces. The study surveyed 100 respondents' opinions to determine effect of emotional intelligence on employee's behaviour at workplace. On the basis of the findings, it is evident that the most of the respondents opined that they are moderately aware of emotional intelligence and its impact at workplace.*

**Keywords:** *Emotional Intelligence, Work Place, Organisation, Conflict*

---

## INTRODUCTION

Every workplace is comprised of people with different strengths, personalities, and emotions which can greatly affect the way they work. Emotional intelligence is the ability to identify and manage your emotions as well as the emotions of others. How well the people in an organisation work together depend upon the value of emotions they give to each other. Thus, there is a need for the employees to improve their emotional intelligence skills for the organisational success.

## MEANING AND DEFINITION

Emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures. Emotional intelligence is an important factor in determining one's ability to succeed in life and directly influences one's general psychological well being (i.e., one's present mental condition or overall degree of emotional health).

Salovey & Mayer (1990) define emotional intelligence as a form of 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.

The emotions are of quite extraordinary importance in the total economy of living organisms and do not deserve being

put into opposition with the intelligence. The emotions are, it seems, themselves a higher order of intelligence (Salovey, Beddel, Detweiler & Mayerl, 1999).

Emotional intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves and for managing well in ourselves and in our relationships (Goleman, 1999).

## BENEFITS OF EMOTIONAL INTELLIGENCE

Businesses across a broad spectrum of industries have been helping their employees to develop their emotional intelligence (EI) skills for more than a decade. People improving their skills have held positions ranging from the executive level to administrative staff. The one factor all these people have in common is "how they feel" or the emotions they experience despite the fact that the challenges and pressures they face at the various organisational levels are quite different. Empowering people by helping them develop emotional intelligence skills, enables them to become internally self-managed and capable of making their greatest contributions, the other benefits is the organisation itself performs best when its employees work in the zone of peak performance. By keeping these benefits in view, we discussed the need and importance of this study in the later section.

## REVIEW OF LITERATURE

For the purpose of this study, an attempt is made to collect

the information from the previous researchers and relevant studies conducted in the area of emotional intelligence. The review of literature has been presented in a summarised and precise manner. Emotional intelligence does not only entail being aware of one's own emotions, but also using these emotions in functional ways. First, emotions can be useful in terms of directing attention to pressing concerns and signaling what should be the focus of attention. Second, emotions can be used in choosing among options and making decision makers choose among multiple options. Third, emotions can be used to facilitate certain kinds of cognitive processes (Damasio, 1994). As mentioned earlier, positive moods can facilitate creativity, integrative thinking and inductive reasoning and negative moods can facilitate attention to detail, detection of errors and problems and careful information processing (Isen *et al.*, 1985, 1987; Salovey *et al.*, 1993; Sinclair & Mark, 1992). Finally, shifts in emotions can lead to more flexible planning, the generation of multiple alternatives and a broadened perspective on problems (Mayer, 1986; Salovey & Mayer, 1989-90).

The biologist Charles Birch (1995) said, "Feelings are what matter the most in life". Whether it matters the most is contentious, but it certainly is essential. The terms 'feelings' and 'emotions' are generally used interchangeably, and as Wierzbicka (1999) observes certain languages (French, German, Russian) do not have an equivalent term for the English word emotion. But, there are certain crucial differences between feelings and emotions. A feeling can be a physical sensation which is experienced like a flushed face, or a knot in our stomach or a general feeling of unease that could be due to an emotion.

As Caruso (2008) observes, "emotions direct our attention and motivate us to engage in certain behaviours." Emotions, according to him, do not interfere with good decision making, they are, in fact, necessary and critical for all effective decisions.

When people are in positive moods, they tend to be more optimistic and perceive that positive events are more likely and negative events are less likely; when people are in negative moods, they tend to be more pessimistic and perceive that positive events are less likely and negative events are more likely. People in positive moods also tend to have heightened perceptions of their future success and self-efficacy (Bower, 1981; Salovey & Birnbaum, 1989). The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth (Salovey & Mayer, 1997).

## NEED AND IMPORTANCE OF THE STUDY

The present study on emotional intelligence helps in identifying various competencies that exist in the

organisation to have a competitive advantage. It also provides the psychological aspects and the state of the employees. It advocates the various measures to be taken to improve efficient quotient. The proper training towards emotional intelligence enhances employability and employee career growth. The emotional intelligence competencies are very much required for the middle level managers to top level managers to manage teams well with the leadership qualities. For all levels of jobs, emotional intelligence competencies are twice as effective as intelligence quotient in determining an individual's success rate. The higher the level of a position in an organisation, the more emotional intelligence seems to matter.

## OBJECTIVES OF STUDY

Based upon the literature which we reviewed we have framed the following objectives. The main objective of the study is to identify the impact of emotional intelligence in strengthening the organisation. The other objectives are as follows:

1. To know the role of emotional intelligence in the career growth.
2. To identify the role of emotional intelligence in leadership.
3. To study the role of emotional intelligence in the performance of employees (promotion).
4. To identify the role of emotional intelligence in resolving conflicts.

## HYPOTHESES OF THE STUDY

**H<sub>0</sub>:** There is no significance relationship between career growth and demographic variables.

**H<sub>1</sub>:** There is a significance relationship between designation and interest to learn emotional intelligence.

## RESEARCH METHODOLOGY

### Scope of the Study

The scope of the study is limited to Warangal district. For the purpose of the study, 100 respondents are selected. The respondents are selected on the basis of stratified random sampling technique.

### Data Collection

The data collected for the study is either of the following or both.

- 1. Primary Data:** The primary data is collected through the structured questionnaires distributed among the various employees of various organisations. We have taken ten organisations in the city of Warangal and selected ten employees from each organisation randomly. Out of this ten organisations, five belong to service sector and five manufacturing sector. The data collected from the questionnaires will be used to interpret the emotional intelligence of the employees.
- 2. Secondary Data:** The data collected and used in the study apart from questionnaires is the secondary data of the study. These include textbooks, journals, magazines, and web.

## DATA ANALYSIS AND INTERPRETATIONS

**Table 1: Age Wise Distribution of Respondents**

S. No.	Age	No. of respondents	% to total
1.	Below 30	25	25%
2.	30 – 40	45	45%
3.	40 and above	30	30%
4.	Total	100	100%

According to the data shown in Table 1, 25 respondents are below 30 years of age, 45 respondents are in between 30 to 40 years of age and 30 respondents are above 40 years of age.

**Table 2: Gender Wise Distribution of Employees**

S. No.	Gender	No. of respondents	% to total
1.	Male	75	75%
2.	Female	25	25%
3.	Total	100	100%

According to Table 2, 75 respondents are male and 25 respondents are female. This is because male employees are more in the organisations.

**Table 3: Classification on the Basis of Designation**

S. No.	Designation	No. of respondents	% to total
1.	Managers	20	20%
2.	Supervisors	30	30%
3.	Clerks & Computer operators	50	50%
4.	Total	100	100%

As per the available data, clerks and computer operators are more when compare to manager and supervisors. This is

because in Warangal city we have only small and micro-level organisations. In these organisations, number of employees are less in which females are very less.

**Table 4: Classification on the basis of income**

S. No.	Income	No. of respondents	% to total
1.	10,000 – 20,000	50	50%
2.	20,000 – 30,000	30	30%
3.	30,000- 35,000	20	20%
4.	Total	100	100%

As per Table 4, most of the employees' income is between Ra. 10,000 and 20,000 because generally this salary will be given to technicians, clerks and computer operators. The number of employees under this category is more.

**Table 5: Emotional Intelligence Strength in Organisation**

Response	No. of Respondents	Percentages of Respondents
Yes	68	68 percent
No	32	32 percent
Total	100	100

From Table 5, it is observed that 68 percent of the respondents agreed that they strengthen the organisation through their emotional intelligence and 32 percent does not contribute to the organisation through their emotional Intelligence. It shows that emotional intelligence skills distinguishing characteristics between average and high performing individuals.

**Table 6: Emotional Intelligence Competencies Help in Career Growth**

Response	No. of Respondents	Percentages of Respondents
Yes	60	60 percent
No	40	40 percent
Total	100	100

From Table 6, it is observed that 60 percent of the respondents think that emotional intelligence competencies help in career growth where as 40 per cent respondents does not think so. This is because more than half of the respondents feel that high potential people develop their emotional intelligence skills to the fullest assures a cadre of competent global leaders available to start new business and lead the integration of new acquisitions

**Table 7: Emotions Matched with the Decisions and Values**

Response	No. of Respondents	Percentages of Respondents
Frequently	30	30 percent
Occasionally	25	25 percent
Every Time	24	24 percent
Never	21	21 percent
Total	100	100

From table 7, it is observed that 30 percent of the respondents stated that the emotions are matched with their decisions and values frequently. Similarly 25 percent and 24 percent of the respondents say that emotions are matched with their decisions and values occasionally and every time. However, 21 percent of the respondents said that their emotions do not match with their decisions and values. According to the responses, it is clear that emotional intelligence is helpful in taking wise decisions. Thus, half of the respondents agreed with that.

**Table 8: Grace Full in Learning Emotional Intelligence**

Response	No. of Respondents	Percentages of Respondents
Yes	67	67 percent
No	33	33 percent
Total	100	100

From Table 8, it is observed that 67 percent of the respondents are graceful in learning emotional intelligence where as 33 percent respondents are not graceful. This is because they feel that emotional intelligence is helpful not only for the organisational success but also for their personal development.

**Table 9: Team Members Share best Practices with Each Other**

Response	No. of Respondents	Percentages of Respondents
Yes	59	59 percent
No	41	41 percent
Total	100	100

It is observed from Table 9 that 59 percent of the respondents will share best practices among the team where as 41 percent respondents will not share. It explains that sharing best

practices with each other depends upon the relationship with each other and the nature of the job.

**Table 10: Self on Adaptability**

Response	No. of Respondents	Percentages of Respondents
Frequently	31	31 percent
Occasionally	24	24 percent
Every Time	25	25 percent
Never	20	20 percent
Total	100	100

It is observed from Table 10 that 31 percent of the respondents less adaptive in nature. Similarly, 24 percent, 25 percent, 20 percent of respondents are medium, high and with exceptional adaptability respectively.

**Table 11: Create Opportunities in Organisation**

Response	No. of Respondents	Percentages of Respondents
Yes	67	67 percent
No	33	33 percent
Total	100	100

According to Table 11, 67 percent of the respondents say that emotional intelligence will create opportunities in an organisation whereas 33 percent of the respondents opined that would not create any opportunity. It means nearly three-fourth of our respondents benefited with emotional intelligence by getting good opportunities in their organisations.

**Table 12: Whether Emotional Intelligence Resolve Conflicts**

Response	No. of Respondents	Percentages of Respondents
Frequently	33	33 percent
Occasionally	23	23 percent
Every Time	24	24 percent
Never	20	20 percent
<b>Total</b>	<b>100</b>	<b>100</b>

From Table 12, it is observed that because of emotional intelligence 33 percent of the respondents are more effective in resolving conflicts. Similarly, 23 percent, 24 percent, and 20 percent of the respondents are moderately, less effective and ineffective in resolving conflicts.

**Table 13: Admit the Mistakes Committed**

Response	No. of Respondents	Percentages of Respondents
Yes	59	59 percent
No	41	41 percent
Total	100	100

It is observed from Table 13 that 59 percent of the respondents admit their mistakes where as 41 percent respondents will not admit their mistakes. It explains that emotional intelligence helps an employee to understand the situation and work accordingly.

**Table 14: Team Learns from its Mistakes**

Response	No. of Respondents	Percentages of Respondents
Frequently	35	35 percent
Occasionally	24	24 percent
Every Time	22	22 percent
Never	19	19 percent
Total	100	100

It is observed from Table 14 that 35 percent of the respondents will learn from their mistakes frequently. Similarly, 24 percent, 22 percent, and 19 percent of the respondents will learn from their mistakes occasionally, every time, and never respectively.

**Table 15: Age of the Respondent vis-à-vis Career Growth**

S. No.	Options	Age			Total No. of respondents	Chi- square value = 41.32 Tabulated value = 5.99 at 3 df and 5 per cent significance level
		Below 30 Years	30 -40 years	40 and above		
1	Yes	15	30	15	60	
2	No	10	15	15	40	
3	Total	25	45	30	100	

As indicated in Table 15, the inference held accepted with Chi-square value 41.32 is greater than critical value 5.99. As such, it has been proved that there is a relationship between career growth and demographical factor age. To support this statement we analysed and interpreted the data in the following paragraph.

According to the table, most of the employees whose age is below 30 years and 30 to 40 years agreed that emotional

intelligence leads to career growth and very few not agreed. The proportion of the respondents whose age is 40 years above is equal 50 percent of the respondents agreed and 50 percent said there is no impact of emotional intelligence on career growth. By this, we can analyse that the young generation believes that in emotional intelligence than compare to senior employees.

**Table 16: Designation vis-à-vis Graceful in Learning**

S. No.	Graceful in learning	Designation			Total No. of students	Chi-square value = 56.21 Tabulated value = 5.99 at 3 df and 5per cent significance level
		Managers	Supervisors	Clerks and others		
1	Yes	15	22	30	67	
2	No	05	08	20	33	
3	Total	20	30	50	100	

As indicated in Table 16, the inference held accepted with Chi-square value 56.21 is greater than critical value 5.99. As such, it has been proved that there is a relationship between designation and graceful in learning.

## RECOMMENDATIONS

It is advisable to train the employees so as to enhance emotional quotient. We suggest to asses the emotional quotient level and set minimum value before appointing any employee at executive and managerial level. It is suggested

to make the employees aware about the importance of emotional intelligence at the work place.

## LIMITATIONS OF THE STUDY

The collected data is restricted to Warangal district only and the time span of this research is limited to three months. The conclusions are drawn based on the primary data collected from the questionnaires, may be subject to statistical errors.

## CONCLUSION

It can be concluded that emotional intelligence competencies of the employees contribute to the maximum extent to the organisation by achieving the goals. Most of the change catalyst possess high emotional quotient. It is easier to work with in the team and communicating with other team for the employees with decent emotional intelligence quotient. Further, it can be concluded that leaders with good emotional quotient maintain the team members efficiently.

## REFERENCES

- Abraham, R. (1999). Emotional intelligence in organizations: A conceptualization. *[Monograph] Genetic, Social, and General Psychology Monographs*, 125, 209-227.
- Bar-On, R. (1999). *EQ-i baron emotional quotient inventory: Technical manual*. Toronto: Multi-Health Systems.
- Bar-On, R. (1997, August). Development of the BarOn EQ-i: A measure of emotional and social intelligence. Paper presented at the 105th Annual Convention of the American Psychological Association, Chicago, IL.
- Bar-On, R., & Parker, J. D. (2000). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*. San Francisco: Jossey-Bass.
- Birch, C. (1995). *Feelings*. New South Wales: University of New South Wales Press.
- Caruso, D. R. (2008). Emotions and the Ability Model of Emotional Intelligence. In Emmerling, R. J., Shanwal, V., & Mandal, M. (eds.) (2008) *Emotional Intelligence: Theoretical and Cultural Perspectives*. Hauppauge, NY: Nova Science Publishers
- Damasio, A. R. (1994). *Descartes' error: Emotion, reason, and the human brain*. New York: G.P. Putnam.
- Goleman, D. (1995). *Emotional intelligence*. Bantam.
- Forgas, P., & Mayer, J. D. (Eds.). *Emotional intelligence and everyday life*. (pp. 3-24). New York: Psychology Press.
- Lusch, R. F., & Serpkeuci, R. (1990). Personal differences, job tension, job outcomes and store performance: A study of retail managers. *Journal of Marketing*, 54(1), 85-101.
- Magolda, M. B. B. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. San Francisco: Jossey-Bass.
- Magolda, M. B. B. (1999). The evolution of epistemology: Refining contextual knowing at twenty something. *Journal of College Student Development*, 40, 333-344.
- Mayer, J. D. (1986). How mood influences cognition. In N.E. Sharkey (Ed.), *Advances in cognitive science*, Vol. 1. Chichester: Ellis Horwood, 1986, pp. 290-314.
- Mayer, J. D. (2001). A field guide to emotional intelligence. In J. Ciarrochi, J. Spencer, L. M. J., McClelland, D. C., & Kelner, S. (1997). *Competency assessment methods: History and state of the art*. Boston; Hay/McBer.
- Spencer, L. M., & Spencer, S. (1993). *Competence at work: Models for superior performance*. New York: John Wiley and Sons and Spencer.
- Salovey, P., & Birnbaum, D. (1989). Influence of mood on health-relevant cognitions. *Journal of Personality and Social Psychology*, 57, 539-55 1.
- Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.
- Salovey, P., Bedell, B. T., Detweiler, J. B., & Mayer, J. D. (1999). Coping intelligently: Emotional intelligence and the coping process. In C.R. Snyder (Ed.), *Coping: The psychology of what works* (pp. 141-164). New York: Oxford Press.
- Wierzbicka, A. (1999). *Emotions across cultures: Diversity and universals*. Cambridge, UK: Cambridge University Press.

## Web References

- [www.academia.com](http://www.academia.com)
- [www.google.com](http://www.google.com)
- [www.wikipedia.com](http://www.wikipedia.com)