

# UNCOVERING THE ROOTS OF EMOTIONAL INTELLIGENCE: A CATALYST FOR ENHANCED JOB PERFORMANCE IN WORKPLACE SETTINGS

*Seema Mathew*

*PhD Scholar, School of Management Studies and Research, MATS University, Raipur, Chhattisgarh*

*Dr. Madhu Menon*

*Asst. Professor, School of Management Studies and Research, MATS University, Raipur, Chhattisgarh*

## **Abstract**

**Purpose** – This study aims to delineate the underpinnings of emotional intelligence within the faculties of business schools in Mumbai, Maharashtra, India.

**Design/methodology/approach** – A comprehensive review of relevant literature was undertaken to establish a foundational understanding of emotional intelligence and its correlation with job performance. Subsequently, a survey was conducted among B-School faculties in Mumbai to ascertain the factors influencing emotional intelligence, utilizing exploratory factor analysis for factor identification.

**Findings** – The study identified Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills as key antecedents of emotional intelligence. Drawing from extant literature, it was concluded that emotional intelligence positively impacts job performance, suggesting that fostering these dimensions could foster a conducive work environment and enhance job performance.

**Research limitations/implications** – The study's scope was confined to Mumbai, Maharashtra, limiting its generalizability. While conducted within the education sector, the framework could be adapted for other industries. Additionally, only exploratory factor analysis was employed, warranting future research for validation and the development of predictive models.

**Practical implications** – The identified factors offer actionable insights for organizational managers seeking to bolster employees' emotional intelligence, thereby enhancing their contributions to the organization and overall job performance.

**Keywords** - Education industry, Emotional Intelligence, Job Performance, Factor Analysis

**Paper type** - Research Paper

## 1. Introduction

Emotional intelligence, or EI, is a crucial aspect of our lives that affects how we perceive and respond to emotions, both in ourselves and in others (Joseph *et al.*, 2015; Gunkel *et al.*, 2016). It refers to the ability to recognize, understand, and manage our own emotions, as well as understand and influence the emotions of those around us (Alonazi, 2020). EI includes a range of skills, such as empathy, self-awareness, social awareness, and emotional regulation (Kannaiah & Shanthi, 2015; Pierkarska 2020). These skills help us navigate social interactions, build strong relationships, and communicate effectively. Studies have shown that people with high emotional intelligence are more likely to perform well in the workplace, have better mental health, and experience greater overall life satisfaction (Côté & Miners, 2006).

Emotional intelligence refers to a person's ability to identify, understand and manage their own emotions, as well as those of others (Shahhosseini *et al.*, 2012; Dhani & Sharma, 2017). It is an important aspect of social interaction and has been linked to success in many aspects of life, such as work, relationships, and overall well-being. People with high emotional intelligence can communicate effectively, build strong relationships, and resolve conflicts in a constructive manner (Côté & Miners, 2006; Choerudin; 2016; Gunkel *et al.*, 2016). They tend to be more adaptable to change, have better leadership qualities and are more empathetic towards others (Shahhosseini *et al.*, 2012). Therefore, developing emotional intelligence skills can lead to a more fulfilling and successful life.

Emotional intelligence plays a crucial role in job performance (Goleman, 2005; Côté & Miners, 2006; Choerudin; 2016). The measure of job performance is based on the ability of individuals or groups to achieve a satisfactory level of quantity and quality outcomes (Wu, 2011). It has been found to be a better predictor of job success than traditional measures such as IQ, education, or work experience (Shahhosseini *et al.*, 2012; Mohamad & Jais, 2016). This is because emotional intelligence allows individuals to effectively navigate the social aspects of the workplace, such as communication, teamwork, and conflict resolution (Côté & Miners, 2006; Mishra & Mohapatra, 2010; Kannaiah & Shanthi, 2015). It's no secret that high emotional intelligence can be a game changer in the workplace (Sy *et al.*, 2006). People with this skill set are generally more attuned to their own feelings and those of others, which makes them better equipped to handle interpersonal dynamics and problem solving (O'Boyle Jr. *et al.*, 2011). This translates into better job performance across the board. Emotional intelligence even supersedes the impact of job stress on job performance (Ismail *et al.*, 2009; Yozgat *et al.*, 2013).

Emotional intelligence also plays a role in leadership (Law *et al.*, 2008; Yan-hong *et al.*, 2009). A leader with high emotional intelligence can inspire and motivate their team, communicate effectively, and handle conflicts in a constructive manner (Vratskikh *et al.*, 2016). They are also able to understand the needs and perspectives of their team members and foster a positive and productive work environment (Joseph *et al.*, 2015). Studies have

shown that people with high emotional intelligence are more likely to be successful in leadership positions, as they are able to effectively communicate and empathize with their team members (Harms *et al.*, 2010; Schlaegel *et al.*, 2022). Additionally, they tend to have better conflict resolution skills and can handle stress and pressure with more ease. But emotional intelligence is not just important for leaders - it's important for every employee. Strong emotional intelligence can lead to better customer service, more productive collaborations, and a healthier workplace culture overall (Asrar-ul-Haq *et al.*, 2017). Investing in emotional intelligence development for yourself or your team can be a powerful way to boost job performance and ultimately achieve success.

In conclusion, emotional intelligence is a critical component of job performance. It allows individuals to effectively navigate the social aspects of the workplace, build strong relationships, manage conflicts, and lead teams. Developing emotional intelligence skills can lead to greater job satisfaction, career success, and overall well-being.

Understanding the significance that emotional intelligence carries on an individual's job performance, the purpose of the paper is as mentioned below:

- To identify the antecedents of emotional intelligence with respect to B-School faculties.

While various researchers have studied emotional intelligence in diverse sectors, most have acknowledged geographic region as a limiting factor. The researchers were inspired to conduct a study in the Maharashtra region to uncover the antecedents of emotional intelligence as they saw a need for it. This is because of the recent blossoming of the education industry across India and a paucity of empirical research on this topic in the Maharashtra region.

The paper is structured into four parts, starting with an introduction to emotional intelligence and its relationship with job performance. The second part discusses a literature review that identifies critical components for emotional intelligence based on previous research studies. The third part explains the research methodology that was used, which included exploratory factor analysis. Lastly, the paper concludes with the findings of the study and any limitations that the researcher has identified.

## 2. Literature Review

One of the key components of emotional intelligence is empathy, which is the ability to understand and feel the emotions of others. Empathy allows us to connect with others on a deeper level and fosters more compassionate and collaborative relationships (Kannaiah & Shanthi, 2015). By improving our emotional intelligence, we can enhance our relationships, communication skills, and ability to navigate complex social situations. Additionally, self-awareness and emotional regulation enable us to manage our own emotions effectively, reducing stress and improving our overall well-being (Goleman 1995; Mohamad & Jais,

2016). This is essential in any job that involves working with other people, such as customer service, management, or sales. When you can empathize with your colleagues or customers, you are better able to understand their needs, motivations, and perspectives. This can help you to build stronger relationships with them and handle conflicts more effectively. While some people may have a natural predisposition towards EI, it is also a skill that can be developed and improved through practice and intentional effort (Kannaiah & Shanthi, 2015).

Another important aspect of emotional intelligence is self-awareness, which is the ability to recognize and understand your own emotions (Mohamad & Jais, 2016). This is important because it allows you to manage your own emotions effectively and respond appropriately to others (Goleman 1995; Kannaiah & Shanthi, 2015). For example, if you are feeling frustrated or angry, you may need to take a step back and calm down before responding to a colleague or customer. Self-awareness also helps you to identify your strengths and weaknesses, which can guide career choices and professional development.

Motivation and emotional intelligence are closely linked in the workplace (Goleman 1995). Employees with high emotional intelligence tend to be more motivated and engaged in their work, and they are often able to maintain a positive attitude even in the face of challenges and setbacks (Mohamad & Jais, 2016). This is because emotional intelligence gives individuals the ability to regulate their own emotional responses and maintain a positive outlook. In addition, emotionally intelligent employees are better equipped to understand the motivations of others and build relationships with their coworkers. This can lead to increased collaboration, better communication, and a stronger sense of team unity. On the other hand, employees with low emotional intelligence may struggle with motivation and engagement. They may have difficulty regulating their emotions, which can lead to negative interactions with coworkers and decreased productivity. To build a motivated and effective workforce, it is important for employers to prioritize emotional intelligence development and create a culture that values empathy, communication, and teamwork.

Social skills and emotional intelligence have a symbiotic relationship in the workplace. While emotional intelligence is a conduit for understanding and managing one's own emotions, social skills enable an individual to read others and respond appropriately, both verbally and non-verbally. With interpersonal communication being a crucial aspect of workplace collaboration and productivity, employees with both high social skills and emotional intelligence are essential assets (Goleman 1995). Social skills include the ability to effectively communicate, actively listen, and maintain a positive outlook during group interactions, which all require a degree of emotional intelligence (Mohamad & Jais, 2016). Those who lack these skills can have trouble building relationships with colleagues, struggle with conflict resolution, and miss out on critical information during collaborative projects. Overall, strong social skills complement both personal and interpersonal emotional intelligence, making employees more approachable, effective communicators, and more productive team members. Organizations that prioritize skill development in these areas can benefit from a more cohesive, supportive, and successful work environment.

Table 1: Antecedents of Emotional Intelligence as reported by literature

S. No.	Antecedent	Definition	References
1.	Self-Awareness	Self-awareness refers to an individual's ability to introspect and understand their own thoughts, emotions, and behaviors.	Goleman, (1995); Goleman, (2005); Kannaiah & Shanthi, (2015); Mohamad & Jais, (2016); Kumari & Priya (2018)
2.	Self-Regulation	Self-regulation is the ability to control one's own emotions, thoughts, and behaviors in response to different situations and contexts.	Goleman, (1995); Goleman, (2005); Côté & Miners, (2006); Çekmecelioğlu <i>et al.</i> , (2012); Kannaiah & Shanthi, (2015); Gunkel <i>et al.</i> , (2016); Mohamad & Jais, (2016); Kumari & Priya (2018); Pierkarska (2020)
3.	Motivation	Motivation refers to the driving force that compels an individual to act towards achieving their goals and desires.	Goleman, (1995); Goleman, (2005); Kannaiah & Shanthi, (2015); Mohamad & Jais, (2016)
4.	Empathy	Empathy is the ability to understand and share the feelings and perspectives of others, often leading to greater compassion and connection.	Goleman, (1995); Goleman, (2005); Kannaiah & Shanthi, (2015); Kumari & Priya (2018)
5.	Social Skills	Social skills refer to the ability to interact effectively with others in different social situations and contexts.	Goleman, (1995); Goleman, (2005); Côté & Miners, (2006); Kannaiah & Shanthi, (2015); Joseph <i>et al.</i> , (2015); Mohamad & Jais, (2016); Kumari & Priya (2018)

6. Emotional Intelligence      Emotional intelligence refers to a person's ability to identify, understand, and manage their own emotions, as well as those of others.      Goleman, (1995); Goleman, (2005); Côté & Miners, (2006); Gunkel *et al.*, (2016); Pierkarska (2020)

### 3. Research Methodology

For this study, both exploratory and descriptive research designs were used. A questionnaire consisting of 89 items was created based on items found in past literature, measuring empathy (22), self-awareness (13), self-regulation (17), motivation (14), social skills (15) and emotional intelligence (8) as seen in Table No. 2. Some of the items collected from the literature were found to be repetitive and after eliminating the repeated elements 63 items were left. During the review process of these 63 items, experts were asked to categorize the items into "Quite relevant," "Somewhat relevant," and "Not relevant" based on their relevance to emotional intelligence. Items marked as "Not relevant" were removed, leaving 44 items. A pilot test was conducted on these 44 items, using B-school faculty members in Mumbai as respondents.

Table 2: Items identified from literature to measure emotional intelligence

S. No.	Items identified	Count	References
1.	Empathy	22	Goleman, (1995); Goleman, (2005); Kannaiah & Shanthi, (2015); Mohamad & Jais, (2016); Kumari & Priya (2018)
2.	Self-Awareness	13	Goleman, (1995); Goleman, (2005); Côté & Miners, (2006); Kannaiah & Shanthi, (2015); Gunkel <i>et al.</i> , (2016); Mohamad & Jais, (2016); Kumari & Priya (2018); Pierkarska (2020)
3.	Self-Regulation	17	Goleman, (1995); Goleman, (2005); Newman <i>et al.</i> , (2010); Çekmecelioğlu <i>et al.</i> , (2012); Kannaiah & Shanthi, (2015); Mohamad & Jais, (2016); Kumari & Priya (2018)
4.	Motivation	14	Goleman, (1995); Goleman, (2005); Kannaiah & Shanthi, (2015)
5.	Social Skills	15	Goleman, (1995); Goleman, (2005); Côté & Miners, (2006); Kannaiah & Shanthi, (2015); Joseph <i>et al.</i> , (2015); Mohamad & Jais, (2016); Kumari & Priya (2018)

6. Emotional Intelligence 8 Goleman, (1995); Goleman, (2005); Côté & Miners, (2006); Gunkel *et al.*, (2016); Pierkarska (2020)

A final questionnaire consisting of 33 items was created after conducting a pilot test to measure the antecedents of emotional intelligence. The questionnaire was divided into two sections, with the first section focusing on respondent demographics and the second section measuring the emotional intelligence factors. B-School faculties in the western suburbs of Mumbai were the target population of this study, with respondent selection achieved through stratified random sampling. Respondents rated each item in the questionnaire on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Data was collected through mail survey via email and personal interview survey methods, resulting in a total of 311 usable responses. See Table No. 3 for an overview of the respondent's profile.

Table 3: Profile of Respondents

Demographic Variables	Category	Percentage
Gender	Male	59%
	Female	41%
Age (in Years)	18-27	24%
	28-37	37%
	38-47	19%
	>48	20%
Minimum Professional Qualifications	Post-Graduate	36%
	PhD	64%
No of Training Program Attended	<5	24%
	5-10	39%
	>10	37%

#### 4. Data Analysis

##### 4.1 Item Analysis

Based on the items identified from the past literatures the final questionnaire was designed with 33 items to measure the antecedents of emotional intelligence. The reliability of the instrument developed was then checked with the help of alpha values, i.e., Cronbach's Alpha coefficient. The alpha coefficients of each dimension in the questionnaire developed to measure the factors of emotional intelligence lied between the ranges of 0.840 – 0.945. The Cronbach's alpha coefficient values of each factor in the scale were Empathy - 0.945, Self-Awareness - 0.908, Motivation - 0.940, Social Skills - 0.902, Self-Regulation - 0.914 and Emotional Intelligence - 0.840.

Moreover, the combined alpha coefficient value of all 33 items is 0.943 which represented a good reliability of the scale. A high combined alpha value also confirms convergent validity of the scale developed (Parasuraman *et al.*, 1991).

#### 4.2 Exploratory Factor Analysis (EFA)

In the next step, exploratory factor analysis was performed. The software used for the purpose was Statistical Package for the Social Sciences (SPSS) Ver. 28. According to Coakes & Steed (2001), a KMO sampling adequacy value of more than 0.6 represents acceptable sample size. As depicted in Table No. 4, the value was calculated at 0.922 which represents excellent adequacy of the sample size for the study. Approx. Chi-Square value 8183.781 at significance 0.000 was acceptable.

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.922
Bartlett's Test of Sphericity	Approx. Chi-Square	8183.781
	Df	528
	Sig.	.000

Principal component analysis using Varimax rotation extracted the items into 6 factors. All the factors had Eigen value greater than 1. The items loaded into these factors had a factor loading of more than 0.60. It was also noted that any item that was loaded into a factor did not have a factor loading of greater than 0.40 in other factors. These six factors explained a combined variance of 73.197%. Empathy accounted for 14.886%, Self-Awareness explained 12.874%, Motivation explained 12.504%, Social-Skills of the educators explained 11.918%, Self-Regulation explained 11.258% and Emotional Intelligence explained 9.758% of the total variance. Communalities of all the items were more than 0.50. Table No. 5 shows the EFA result.

Table 5: Exploratory Factor Analysis Results

Factor	Symbol	HUM	CON	RES	KNOW	REL	CMT
Empathy (EMP) $\alpha = 0.945$	EMP1	.863					
	EMP2	.850					
	EMP3	.840					
	EMP4	.800					
	EMP5	.799					
	EMP6	.765					
Self-Awareness (AWR) $\alpha = 0.908$	AWR1		.843				
	AWR2		.839				
	AWR3		.827				
	AWR4		.758				
	AWR5		.728				



	AWR6	.653				
Motivation (MOT) $\alpha = 0.940$	MOT1	.895				
	MOT2	.886				
	MOT3	.883				
	MOT4	.876				
	MOT5	.812				
Social Skills (SSKL) $\alpha = 0.902$	SSKL1	.815				
	SSKL2	.785				
	SSKL3	.778				
	SSKL4	.767				
Self- Regulation (REG) $\alpha = 0.914$	REG1	.839				
	REG2	.827				
	REG3	.798				
	REG4	.749				
	REG5	.709				
Emotional Intelligence (EI) $\alpha = 0.840$	EI1	.723				
	EI2	.712				
	EI3	.688				
	EI4	.668				
<b>% of Variance</b>	14.886%	12.874%	12.504%	11.918%	11.258%	9.758%
<b>Cumulative %</b>	14.886%	27.759%	40.263%	52.181%	63.439%	73.197%

## 5. Results & Conclusions

Emotional intelligence has been widely studied across almost all industries and multiple geographical locations and each study had findings of its own. Emotional intelligence has also been identified as one of the key aspects that affect the employee's job performance in the workplace. Since the relation between emotional intelligence and job performance has been validated positively, focusing on EI can be quite beneficial for organizations to improve their outputs through a motivated workforce.

As part of their research, the researchers in the current study aimed to pinpoint the precursors to emotional intelligence within Maharashtra's educational sector. In pursuit of this objective, they analyzed various publications regarding emotional intelligence from diverse regions and industries. The review of prior literature enabled the researchers to identify key factors, which have been used to evaluate emotional intelligence in a plethora of industries worldwide—such as education, banking, and information technology.

Upon scrutinizing various publications, the researchers pinpointed key aspects and formulated a comprehensive measurement scale to evaluate emotional intelligence. The scale consisted of multiple items that covered diverse variables like empathy, awareness, motivation, social skills, and self-management, among others. The list of identified items

underwent reviewing by experts to eliminate irrelevant or repetitive items from the study. Following this, a questionnaire was formulated and distributed among respondents, primarily consisting of B-school faculties located in the bustling Mumbai city of Maharashtra. Data collection involved a combination of mail surveys and personal interviews, with a sample size of 311 individuals who participated in the study. The collected data was analyzed using exploratory factor analysis, which resulted in the identification of five factors that are deemed to be the precursors of emotional intelligence.

The factors identified are Empathy, Self-Awareness, Self-Regulation, Motivation and Social Skills of the education industry professionals. While dealing with emotional intelligence, the managers and the employees of the organization should consider empathy with their colleagues and team members. The managers and employees of the education industry should empathize with their team members' condition. This will help them connect better to the team and would lead to strengthened emotional intelligence. Self-awareness can be defined as the capacity of an individual to reflect upon and comprehend their own thoughts, feelings, and actions. Employees in educational institutions should be highly responsive to their level of awareness as will enable them to understand their strengths and weaknesses, values, emotions, and how these factors influence their behaviors and decisions. With self-awareness, individuals can improve their communication skills, form positive relationships, manage conflicts, and make better decisions. Additionally, it helps individuals recognize their personal biases and confront blind spots that may hinder their personal growth. Hence, self-awareness serves as a foundation for personal and professional success. Similarly self-regulation is another aspect that should be focused on as it helps individuals control emotions, impulses, and behavior towards achieving their long-term goals.

For any organization's growth, it is important that the employees and the managers are motivated to get their job done right. The employees should be able to develop trust amongst their team and the organization. Once the motivation comes from within, it can lead to job satisfaction, career growth, and a positive work environment, ultimately improving an employee's overall well-being. Similarly enhanced social skills in the workplace facilitate positive communication, relationship building, teamwork, and leadership which contribute to success on individual as well as organizational level.

As with any research, this one has its own set of constraints. Firstly, the analysis was conducted solely on data collected from business school faculties situated in Mumbai, Maharashtra. Therefore, these identified factors need to be further tested across other regions to assess their universal applicability. Additionally, the factors were derived through exploratory factor analysis alone, implying the need for future researchers to use confirmatory factor analysis and structural equation modeling to explore the relationship between these factors and job performance and job satisfaction.

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