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Emotional Intelligence-A Descriptive Study Among Software Professionals

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ABSTRACT

Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Some suggest that emotional intelligence can be learned, strengthened, while other claim it is an inborn of characteristic. From the thorough learning it is understood that emotional intelligence of an IT person is calculated through the stress level. Stress has always been a part of our lives, more so now with the advent of latest technology and the competition among businesses to always be on the forefront. Expectancies scaring from even simplest of jobs are leading to higher stress levels not only among adult but also among all class people. In view of this fact, it has become extremely imperative to balance the stress in our lives. Also employers look more at person's emotional level quotient than his intelligence level. Therefore, the IT industry was chosen for the study and analysis conducted on some of the employed to better understand the emotional intelligence levels of the employees working in a fast paced industry.

KEYWORDS : Emotions, Emotional intelligence, Emotional Quotient, Employees

STUDY INTRODUCTION:

To understand the concept of emotional intelligence, it would be useful to have an idea of what emotions are. The word emotion comes from the Latin word motere which means to move this donates that all emotions induce desire to act. The Oxford English dictionary defines emotions as any agitation or disturbance of mind, feelings and passion.

Emotional intelligence is the "capacity for recognizing our own feelings and those of others, motivating ourselves and managing emotions well, in ourselves and in our relationships'. From definition we can identify that emotional intelligence has two major components: According to (Higgs and Dulewicz, 1999) EI is to achieve one's goals through the ability to manage one's own feelings and emotions, to be sensitive to influence and to balance one's motives and drives with conscientious and ethical behavior. EI is conceptualized as an intrapersonal construct in these definitions. According to other academics, EI is related to understanding and managing one's own and others' feelings and emotions (Cooper and Sawaf 1998, Goleman. 1998).

(Salovey and Mayer- 1990) defined EI as a form 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 action. They conceptualized EI as conceptually related mental abilities that can be divided into four branches.

- The ability to recognize emotion/Perception of emotion.
- The ability to use emotions to assist the thought process
- The ability to Understand emotions/aware of emotion
- The ability to manage emotions (Mayer and Salovey,

COMPETENCIES OF EMOTIONAL INTELLIGENCE (GOLEMAN'S)

SELF-AWARENESS:

A. **Emotional self -awareness**: reading one's own emotions and recognizing their impact
B. **Accurate self- assessment**: knowing one's own strengths and limits
C. **Self-confidence**: a sound sense of one's self worth and capabilities.

SELF-MANAGEMENT:

A. **Emotional self-control**: Keeping disruptive emotions and impulses under control
B. **Transparency**: Displaying honesty and integrity; trustworthiness
C. **Adaptability:** Flexibility in adapting to changing situations or overcoming obstacles
D. **Achievement:** The drive to improve performance to meet inner standards of excellence
E. **Initiative:** Readiness to act and seize opportunities
F. **Optimism:** Seeing the upside in events

SOCIAL AWARENESS:

A. **Empathy:** Sensing others' emotions, understanding their perspective, and taking active interest in their concerns
B. **Organizational awareness**: Reading the currents, decision networks, and politics at the organizational level
C. **Service***:* Recognizing and meeting follower, client, or customer needs

RELATIONSHIP MANAGEMENT

A. **Inspirational leadership**: Guiding and motivating with a compelling vision
B. **Influence:** Wielding a range of tactics for persuasion
C. **Developing others:** Bolstering others' abilities through feedback and guidance.
D. **Change catalyst**: Initiating, managing, and leading in a new direction
E. **Conflict management**: Resolving disagreements
F. **Building bonds:** Cultivating and maintaining a web of relationships
G. **Teamwork and collaboration**: Cooperation and team building

THE IMPACT OF EMOTIONAL INTELLIGENCE IN THE WORKPLACE

Emotions are all-pervasive in an organization. These emotions can either positive or negative .Both these types of emotion will have an effect on the behavior of employees and this in turn will affect the total organizational culture.

NEGATIVE EMOTIONS IN WORKPLACE

Many organizational problems such as absenteeism, high employee turnover, decreased productivity, etc. can have their roots in the negative emotions in the organization to which authorities have not paid attention. Some of the indicators for the existence of negative emotions at the workplace are the following.

- Poor working conditions
- Lack of job security
- Lack of team effort
- Poor career prospects

Negative emotions that are not recognized can become toxic in an organization. These unchecked emotions can lead the organization into serious trouble, affecting the normal work-flow of the organiza-

tion. Following are some of the existence of negative emotions at the workplace.

- Low productivity
- Absenteeism
- High employee turnover
- Lack of motivation
- Increase in conflicts

POSITIVE EMOTIONS IN WORKPLACE

Positive emotions in the workplace are those which help in achievements of organizational goals. They can lead to high morale, improved performance and better job satisfaction. People who have positive emotions can think better and do their work more effectively. Healthy employees are the asset of organization as there will be reduced absenteeism due to sickness and as a result reduced on spending on medical benefits.

OBJECTIVES OF THE STUDY

- To perceive the emotional level of the employees.
- To understand whether the emotions experienced by employees varies account to age, gender, experience.
- To analyze the impact of emotions on employees performance and behavior in the organization.

REVIEW OF LITERATURE

Goleman (1998) research demonstrates 90% of exceptional leader's results are attributed to their Emotional Intelligence and observed that being successful is much more than just intelligence. IQ only accounts for about 4% to 20% of results. It shows the critical factor for sustained achievement is not only a function of ability or talent but 80% of achievement is dependent on Emotional Intelligence.

McClelland (1999 He found that the more positive the overall moods of people in the top management team, the more cooperatively they worked together - and the better the company's business results.

EgonZehnder (2000) found that Emotional Intelligence Leads to Success in Top Executives. the executive was high in emotional intelligence in 74 percent of the successes and only in 24 percent of the failures .The study included executives in Latin America, Germany and Japan and the results were almost identical in all three cultures.

George, J.M. (2000) reported that in Working With Emotional Intelligence, 08-90% of the competencies that differentiate top performers are in the domain of emotional intelligence. While IQ and other factors are important. It's clear that emotional intelligence is essential for optimal performance. Leader's excellence begins and ends with their inner resources.

STUDY METHODOLOGY

RESEARCH DESIGN

Research design is considered as "blue print" for research, dealing with at least four problems: which questions to study, which data are relevant, what data to collect, and how to analyze the results. The best design depends on the research question as well as the orientation of the researcher.

TYPE OF RESEARCH

The research is descriptive study. Descriptive research also known as statistical research, describes data and characteristics about the population or phenomenon being studied.

TARGET RESPONDENTS

The sample must be representative of the population from which it was drawn and must it have a good size to warrant statistical analysis. Here the sample size is 321.

SAMPLING UNIT

The sampling unit for present study is major IT Industries in Chennai city.

TOOLS FOR ANALYSIS

- Simple percentage analysis
- Chi-square
- Correlation

HYPOTHESIS

H1: There is no association between gender and awareness of the situations.

H2: There is no association between family type and facing risk.

H3: There is no relationship age and experience.

RESEARCH ANALYSIS AND INTERPRETATION

HYPOTHESIS: 1

H0: There is no association between gender and awareness of the situations.

TABLE NO 1: TO IDENTIFY THE ASSOCIATION BETWEEN GENDER AND AWARENESS OF THE SITUATIONS

Chi-Square Tests	RELATIONSHIP BETWEEN GENDER AND AWARENESS OF THE SITUATIONS		
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.024[a]	3	.007
Likelihood Ratio	13.098	3	.004
Linear-by-Linear Association	.201	1	.654
N of Valid Cases	100		
SOURCE: PRIMARY DATA			
a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.26.			

INFERENCE

Since the calculated value is greater than the table value, we accepted the null hypothesis and infer that there is no association between gender and awareness of the situation.

HYPOTHESIS: 2

H0: There is no association between family type and facing risk.

TABLE NO 2: TO IDENTIFY THE ASSOCIATION BETWEEN FAMILY TYPE AND FACING RISK

Chi-Square Tests	RELATIONSHIP BETWEEN FAMILY TYPE AND FACING RISK		
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.516[a]	3	.089
Likelihood Ratio	9.225	3	.026
Linear-by-Linear Association	.220	1	.639
N of Valid Cases	100		
SOURCE: PRIMARY DATA			
a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.97.			

INFERENCE

Since the calculated value is greater than the table value, we accepted the null hypothesis and infer that there is no association between family type and facing risk.

HYPOTHESIS: 3

H0: There is no relationship age and experience.

TABLE NO 3: CORRELATION BETWEEN AGE AND EXPERIENCE

Pearson Correlation Age of the respondents		CORRELATION BETWEEN AGE AND EXPERIENCE	
		Experience of the respondents	
Age of the respondents	Pearson Correlation	1	.642**
	Sig. (2-tailed)		.000
	N	100	100
Experience of the respondents	Pearson Correlation	.642**	1
	Sig. (2-tailed)	.000	
	N	100	100
SOURCE: PRIMARY DATA			
**. Correlation is significant at the 0.01 level (2-tailed).			

INFRENCE
Since the calculated value is significant, we accept the null hypothesis and infer that there is no relationship between age and experience.

FINDINGS DERIVED FROM HYPOTHESIS
HYPOTHESIS: 1
H0: There is no association between gender and awareness of the situations.

Here the calculated value is greater than the table value; we accepted the null hypothesis and infer that there is no association between gender and awareness of the situation. (Reffer table no: 1)

HYPOTHESIS: 2
H0: There is no association between family type and facing risk.

Here the calculated value is greater than the table value; we accepted the null hypothesis and infer that there is no association between family type and facing risk. (Reffer table no: 2)

HYPOTHESIS: 3
H0: There is no relationship age and experience.

Here the calculated value is significant; we accept the null hypothesis and infer that there is no relationship between age and experience. (Reffer table no:3)

STUDY RECOMMANDATION
- Management shall motivate the employees to participate in the management process very effectively.
- Management shall encourage the employees in decision making in order to reduce industrial dispute.
- Management shall be provided more information about the scheme available to the employees and find out their emotions in the management.
- Management shall give more chance for the employees to express their views
- Management shall concentrate in solving employees' grievances.
- Management shall motivate the employees to communicate their expectation to the management.

CONCLUSION
Emotional intelligence plays an important part in every aspect of people's lives. In everyday life, having a high EQ may help us develop stable and trusting relationships, understand others better, and interpret actions of others more clearly Leaders who display these qualities promote working environments in which employees feel comfortable voicing their opinions, thereby promoting an environment that is successful and stable. In the IT world, the topic of emotional intelligence is still relatively new; therefore, many studies should be done before researchers establish clear and unambiguous relationships between the degree of emotional intelligence and success, both on personal and organizational levels. Because of its impact on today's organizational success, it is critical to implement effective EQ training to prepare employees for thriving corporate careers and successful personal relationships.

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