



## Impact of emotional intelligence on job performance among employees in the IT sector

Dr. D Abirami

Assistant Professor, Department of Management, Srimad Andavan Arts and Science College, Tamilnadu, India

### Abstract

This study investigates how workers in Chennai's IT industry perform on the job in relation to their emotional intelligence (EI). The five main components of emotional intelligence (EI) are self-awareness, self-regulation, self-motivation, social awareness, and social skills. A systematic questionnaire was used to gather information from 220 IT workers. The study makes use of t-tests, regression, correlation, ANOVA, and descriptive statistics. Results indicate a substantial positive correlation between employee performance and EI variables. The findings also show that EI levels vary by population. The study's overall findings support the significance of EI in improving interpersonal effectiveness and job performance.

**Keywords:** Emotional intelligence, self-awareness, self-regulation, social skills, job performance, IT sector

### Introduction

The ability to comprehend, control, and use emotions in a positive way is known as emotional intelligence (EI). It has a significant impact on how employees behave, make decisions, communicate with one another, and adapt. By defining five essential dimensions—self-awareness, self-regulation, self-motivation, social awareness, and social skills—Daniel Goleman popularized emotional intelligence. Employees with emotional intelligence (EI) are better able to cope with stress, work well with others, and overcome obstacles in quickly evolving workplaces like the IT industry.

### Objectives of the Study

- To examine the impact of Emotional Intelligence on job performance among IT employees in Chennai.
- To analyze how EI varies across demographic profiles such as age, gender, education level, experience, and job hierarchy.

### Research Methodology

The primary data used in the study was gathered using a structured questionnaire distributed via Google Forms. There were 220 IT workers involved. Because of accessibility, convenience sampling was employed. The theoretical framework was bolstered by secondary data from books, journals, and articles. The questionnaire consisted of three parts:

1. Demographic information
2. EI dimensions (based on Goleman's model)
3. Employee performance indicators

A 5-point Likert scale, ranging from "Underdeveloped" to "Excellent," was used to record responses.

### Review of Literature

Mayer and Salovey (1993) [6] were among the first scholars to describe emotional intelligence (EI). According to their definition, emotional intelligence (EI) is the capacity to accurately perceive and comprehend both one's own and other people's feelings. Furthermore, they emphasize the need of managing and directing emotions in a way that encourages sound judgment and constructive conduct. Goleman (1995) [4] significantly expanded the notion of emotional intelligence by arguing that it is equally important for success in a range of spheres of life, including

relationships, work, and academics. He argues that rather than being an intrinsic trait, emotional intelligence (EI) is a set of abilities that can be cultivated. He defines emotional intelligence (EI) as the ability to motivate oneself, endure in the face of adversity, restrain urges, manage mood fluctuations, and hold onto hope.

Later, Goleman (2001) improved his original model, separating it into two primary areas: personal competence, which includes self-awareness, self-regulation, and self-motivation, and social competence, which includes empathy and social skills. These several aspects work together to help people manage themselves and their interactions efficiently.

Robertson (2007) presented a detailed analysis of the evolution and underpinnings of emotional intelligence as a concept. His work highlighted ways in which EI helps to the development of cultural understanding and professional effectiveness, particularly in circumstances requiring interpersonal sensitivity.

A considerable body of empirical research suggests that EI is closely linked with job performance. Shooshtarian *et al.* (2013) [7] found a strong association between employees' emotional intelligence and their work outcomes. Similarly, Yoke and Panatik (2015) [8] reported that all major EI dimensions—self-emotional appraisal, appraisal of others' emotions, use of emotions, and emotional regulation—play meaningful roles in enhancing job performance. Earlier work by Aw *et al.* (2008) also demonstrated that EI serves as a reliable predictor of how well employees perform their tasks. Babu's (2013) [2] research on sales professionals further supported this relationship, revealing that emotionally intelligent employees are more likely to excel in their roles.

Dunn *et al.* (2007) examined the ability of individuals with high emotional intelligence to anticipate their emotional reactions to future events. Their study required participants to predict how they might feel about upcoming political or academic situations and later compare these predictions with their actual emotions. Results showed that those with higher EI were more accurate in forecasting their emotional responses, suggesting that EI supports self-understanding and emotional foresight.

Goleman's model (1995) [4] specifies five fundamental components of EI—self-awareness, self-regulation, intrinsic motivation, empathy, and social skills. In his classification, the first three pertain to personal competence, while

empathy and social skills indicate social or emotional competence.

Bradberry and Greaves (2009) [3] introduced a widely used ability-based view of EI, consisting of four core skills: self-awareness, self-management, social awareness, and relationship management.

- Self-awareness involves recognizing one’s emotional states as they occur.
- Self-management refers to using emotional awareness to maintain self-control and adaptability.
- Social awareness is the ability to accurately perceive the emotions of others.
- Relationship management focuses on using emotional and interpersonal skills to communicate

effectively and manage conflict.

Hutchinson and Hurley (2013) [5] noted that the first two skills are inward-focused, dealing with the individual’s own emotional world, while the latter two are outward-focused, dealing with interactions with others. Their findings underline that all four skills are crucial for professional success, especially in work environments that demand collaborative communication and interpersonal understanding.

**V. Results**  
**Demographic Profile**

**Table 1:** Table indicating the Percentage analysis of Demographic Profile

Factors	Dimensions	No. of Respondents	Percentage
Age	<26Years	161	73.3%
	26 to 30Years	26	11.7%
	31 to 40Years	20	9.2%
	41 to 50Years	7	3.3%
	>50Years	6	2.5%
Gender	Male	117	53.3%
	Female	103	46.7%
Educational qualification	Bachelors	139	63.3%
	Masters	72	32.5%
	Diploma	4	1.7%
	Doctorate	5	2.5%
Position [level of hierarchy]	Junior	169	76.7%
	Manager	35	15.8%
	Senior level manager	16	7.5%
Lengthof service	0 to1Years	145	56.7%
	2 to 5Years	75	34.3%

**Relationship between the demographic parameters and parameters of Emotional Intelligence**

**Table 2:** Table illustrating the Descriptive mean statistics of Age variables and variables of Emotional Intelligence

Factors	Agefactor					F value	Significance
	<26 yrs	26-30 yrs	31-40 yrs	41-50 yrs	>50 yrs		
Self- Awareness	3.5028	3.9286	3.8182	4.4375	3.1667	2.486	0.05
Self- Regulation	3.5977	4.0714	3.8727	4.1500	3.1333	2.005	0.098
Self- Motivation	3.5227	3.9464	3.6364	3.7500	3.7500	0.800	0.528
Social Skills	3.5455	3.6286	3.8364	4.5000	3.6000	1.530	0.198
Social Awareness	3.5985	3.8810	3.8182	4.2500	3.5556	0.976	0.424

Since Ho is accepted; there is no substantial difference between the age groups and the Factors of Emotional Intelligence

**Table 2.1:** Table illustrating the Descriptive mean statistics of Gender variables and variables of Emotional Intelligence

Factors	Genderfactor		F value	Significance
	Female	Male		
Self- Awareness	3.6161	3.5938	1.368	0.244
Self- Regulation	3.6607	3.7062	0.544	0.462
Self- Motivation	3.5536	3.6328	0.245	0.622
Social Skills	3.5536	3.6688	0.161	0.689
Social Awareness	3.6429	3.6979	0.455	0.501

Since Ho is recognized; there is no major difference between the Genders and the Factors of Emotional Intelligence

**Table 2.2:** Table illustrating the Descriptive mean statistics of Education qualifying criteria and criteria of Emotional Intelligence

Factors	Educationalqualificationfactor				F value	Significance
	Bachelors	Masters	Diploma	Doctorate		
Self- Awareness	3.5625	3.5962	4.1250	4.4167	1.358	0.259
Self- Regulation	3.6789	3.6462	4.2000	4.000	0.461	0.710
Self- Motivation	3.5921	3.5577	3.8750	4.000	0.313	0.816
Social Skills	3.5579	3.6564	3.9000	4.3333	0.990	0.400
Social Awareness	3.6150	3.7009	4.1667	4.333	0.990	0.400

Since Ho is accepted; there is no substantial difference between the educational qualifications and the Factors of Emotional Intelligence

**Table 2.3:** Table illustrating the Descriptive mean statistics of Experience factors and Factors of Emotional Intelligence

Factors	Experiencefactor					F value	Significance
	0-1 yrs	2-5 yrs	6-9 yrs	10-12 yrs	>13 yrs		
Self- Awareness	3.4265	3.7130	4.3333	3.6786	3.8333	3.163	0.017
Self- Regulation	3.5765	3.6741	4.3556	3.6000	3.9333	2.237	0.069
Self- Motivation	3.4449	3.7407	4.1111	3.2857	4.0278	2.437	0.051
Social Skills	3.4500	3.7185	4.2000	3.5714	4.0000	2.532	0.044
Social Awareness	3.5490	3.7531	4.0370	3.6667	4.0000	1.230	0.302

Since Ho is accepted; there is no substantial difference between the experiences and the Factors of Self-regulation, Self-motivation and Social awareness

Since Ho is rejected; there is a substantial contrast between the experiences and the Factors of Self-awareness and Social skills

**Table 2.4:** Table illustrating the Descriptive mean statistics of Levels of hierarchical factors and Factors of Emotional Intelligence

Factors	Levels of hierarchy factor			F value	Significance
	Junior	Manager	Senior Level manager		
Self- Awareness	3.4973	3.8421	4.1944	4.214	0.017
Self- Regulation	3.6435	3.6316	4.2222	2.259	0.109
Self- Motivation	3.5353	3.5658	4.2778	3.190	0.045
Social Skills	3.5283	3.7158	4.2889	3.819	0.025
Social Awareness	3.5906	3.7368	3.3704	3.852	0.024

Since Ho is rejected; there is a substantial discrepancy between the levels of hierarchy and the Factors of Emotional Intelligence

**Relationship between the factors of emotional intelligence**

**Table 3:** Table indicating the Pearson Correlation Coefficient between dimensions of emotional intelligence among employees in IT Sector

Factors of Emotional Intelligence	Self- Awareness	Self- Regulation	Self- Motivation	Social Skills	Social Awareness
Self- Awareness	1	0.768**	0.762**	0.737**	0.714**
Self- Regulation		1	0.789**	0.779**	0.749**
Self- Motivation			1	0.740**	0.722**
Social Skills				1	0.742**
Social Awareness					1

Since the values of Pearson Correlation lie between 0.7 and 1.0, this implies that there is a significant positive linear link between the elements of Emotional Intelligence (Self-Awareness, Self-Regulation, Self- Motivation, Social Skills and Social Awareness

**Relationship between Emotional intelligence and performance of employees in IT sectors**

**Table 4.1:** Table illustrating the Relationship between emotional intelligence and performance of employees in IT Sector.

Model	R	RSquare	Adjusted R square	Std. Error of the estimate
	0.348 <sup>a</sup>	0.121	0.114	1.0033-

**a. Dependent Variable: Performance**

Model	Sum of Squares	df	Mean Square	F	Sign.
Regression	16.349	1	16.349	16.242	<0.001b
Residual	118.781	118	1.007		
Total	135.130	119			

**a. Dependent Variable: Performance**

**b. Predictors: (Constant), Emotional Intelligence**

collaborate effectively, and maintain healthier work relationships.

The significance <0.001 shows that there is a strong favorable significant link between the performance of employees and Emotional intelligence because P<0.001

**Findings**

- Higher EI levels were found among employees aged 41–50, those holding doctoral degrees, and those in senior managerial roles.
- EI components strongly correlate with one another, indicating that improvement in one area may enhance others.
- EI significantly influences employee performance in the IT sector. Employees with high EI tend to adapt better,

**Conclusion**

The study shows that Emotional Intelligence is a crucial element impacting work performance in the IT industry. Employees with higher EI demonstrate greater adaptability, interpersonal understanding, and work productivity. The results suggest that organizations should integrate EI-based training, leadership development programs, and continuous skill-building initiatives. Strengthening EI can create a more cooperative, resilient, and productive workplace culture.

**References**

- Aw KS, Wong C, Huang G, Li X. The effects of emotional intelligence on job performance and life

- satisfaction. *Asia Pacific Journal of Management*, 2008: 25(1):51–69.
2. Babu AS. Impact of emotional intelligence on job performance. *Indian Journal of Positive Psychology*, 2013;4(2):296–300.
  3. Bradberry T, Greaves J. *Emotional Intelligence 2.0*. Talent Smart Publications, 2009.
  4. Goleman D. *Emotional Intelligence*. Bantam Books, 1995.
  5. Hutchinson M, Hurley J. Leadership capability and emotional intelligence. *Journal of Nursing Management* ,2013;21(3):553–562.
  6. Mayer JD, Salovey P. The intelligence of emotional intelligence. *Intelligence*, 1993;17:433–442.
  7. Shooshtarian Z, *et al.* Emotional intelligence, job performance. *Journal of Behavioral Studies*, 2013.
  8. Yoke LB, Panatik SA. Emotional intelligence, job performance among teachers. *Asian Social Science*, 2015;11(13):227–234.