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## AN EMPIRICAL STUDY ON EMOTIONAL INTELLIGENCE AND WORK PERFORMANCE

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**Abstract:** In recent years, Emotional Intelligence (EI) has been a popular topic of debate in the field of management. It has been praised as a successful predictor of job performance. Many organizations are recognizing the importance of EI at their workplace as well as in job performance. Emotional Intelligence is the ability to understand one's emotions and inspire, influence and understand other people's emotions. At workplace the individuals have to deal with social teams, friends, high profile people, leaders, a boss and more. The best way to be effective in taking quick and effective decisions is to use emotions. EI is the set of abilities that helps to get along in life with other people in all kinds of situations. Emotional intelligence was found to be positively associated with work experience.

**Keyword:** Emotional intelligence, Work performance.

### INTRODUCTION

In recent years, many organizations have been fixated on exploring new management opportunities to attain competitive advantage. It comes as no surprise that they are enticed by what Hilmer and Donaldson (1996) describe as grossly biased claims associated with many current management trends, one of which is Emotional Intelligence (EI). The attractiveness of EI is heavily reinforced through the resourceful usage of catchy rhetoric and reference to scientific studies. In so doing, the impression is called forth that EI is compelling and indispensable to management (Fine man, 2000). Emotions are usually viewed as structured reactions, "crossing many psychological subsystems, including the physiological, cognitive, motivational and experiential systems" (Pope & Singer, 1990, p. 186).

A person's emotions usually surface in response to an internal or external event. These emotions typically have a positive or negative meaning for the individual. Leeper (1948, p. 17) implies emotions are primarily poignant forces; they are "processes which arouse, sustain, and direct activity". Wechsler (1958) defines intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment. Wechsler's definition broadly encompasses what most individuals think of as intelligence (Pope & Singer, 1990).

### DEFINITIONS OF EMOTIONAL INTELLIGENCE

Pope and Singer (1990) define 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 use this information to guide one's thinking and actions (p. 189). Mayer and Salovey (1997) define emotional intelligence as "the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action" (Grewal & Salovey, 2005 p. 332). Emotional intelligence can be seen

as a type of social intelligence, however, emotional intelligence is actually a more focused concept that can be defined as the processing of emotions and knowledge related information (Grewal & Salovey, 2005).

Salovey and Mayer proposed an emotional intelligence model that emphasized four domains of related skills: 1) the ability to perceive/identify emotions, 2) the ability to use emotions to facilitate thinking and reasoning, 3) the ability to understand emotions, and 4) the ability to manage emotions in both self and others. It states that individuals vary in these skills and that these variances contain consequences for individuals in everyday life.

M Dileep Kumar (2006) defines "EI is a set of competencies, which direct and control one's feeling towards work and performance at work. Hein (2007) defines "Emotional Intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand, and explain emotions. The set of competencies is ability of an individual being to control and manage his or her mood and impulses, which contribute to best of situational outcomes" Emotional intelligence (EI) has received a substantial amount of attention in the Organizational Behaviour, Human Resources, and Management (OBHRM) literatures in recent years from those who champion its use and others who are wary of its validity.

Recent research highlights the importance of EI as a predictor in important domains such as academic performance, job performance, negotiation, leadership, emotional labor, trust, work-family conflict, and stress (Ashkanasy & Daus, 2002; Fulmer & Barry, 2004; Humphrey, 2002, 2006; Humphrey, Pollack, & Hawver, 2008; Jordan, Ashkanasy, & Hartel, 2002). Goleman reports that EI is twice as important as technical skills and more important than IQ for success in jobs at all levels. Weisinger suggests that EI is related to success at work and plays a significant role in a certain aspects of effective team

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>AN EMPIRICAL STUDY ON EMOTIONAL INTELLIGENCE AND WORK PERFORMANCE</b>  A. Anbazhagan, S. K. Nagarajan </p>	<p>Indian Streams Research Journal <span style="float: right;">ISSN 2230-7850</span>  <span style="float: right;">Volume-3, Issue-6, July-2013</span></p> <p>leadership and team performance. It should be, however, stressed that studies exploring the relationship between EI and experienced job stress and its outcomes are rather scanty. Emotional intelligence (EI) is the area of cognitive ability involving traits and social skills that facilitate interpersonal behavior. Intelligence can be broadly defined as the capacity for goal-oriented adaptive behavior; emotional intelligence focuses on the aspects of intelligence that govern self-knowledge and social adaptation.</p> <p><b>Personal Benefits of Emotional Intelligence</b></p> <ul style="list-style-type: none"> <li>● Greater career success</li> <li>● Stronger personal relationships</li> <li>● Increased optimism and confidence</li> <li>● Better health.</li> </ul> <p>Kemper (1982) in his study on "Emotional Intelligence" found that there are two types of emotional namely ,Primary emotion which have to do with built in human reaction and the Secondary emotion which relate to emotions that emerge when an individual starts making something. Thomas (1998) in his study on "Emotional Intelligence" found that there are 6 families of emotions. They are Happy, Excited, Tender, Scared, Angry, Sad.</p> <p><b>IMPORTANCE OF EMOTIONAL INTELLIGENCE AT WORK</b></p> <p>Emotional intelligence is a set competency, which direct and control one's feelings towards work and performance. The set of competencies is the ability of the individual being to control and manage his or her moods and impulses, which contribute to best of situational outcomes. Understanding one's own moods and impulses of others on any situation helps one to respond and behave accordance with expectations. In a work situation, workers effective use of skill and knowledge depends on the effective regulation of emotions at work and his readiness to contribute to best in their target accomplishment. Knowing one's emotions and feelings and tuning one's self to the changed situation, requires the emotional competency, emotional maturity and emotional sensitivity that determine the success of adaptability and adjustment with the change scenario.</p> <p>In a work situation, it involves group of people with different ideas, suggestions, and opinions, effective conglomeration of all these determine the best outcome. Here the emotional intelligence plays a significant role at work. We can ask many questions in this context. Why do some people get more involved in their work? Why do some people always create problems to the management and organisation? Why some people show their personality structure that is out of organisational expectation? Why some people show their self-interest more on organisational interest? In many cases the answer to the questions lies on emotional intelligence than organisational factors.</p> <p>An employee with high emotional intelligence can manage his or her own impulses, communicate with others effectively, manage changes, solve problems and use humor to build rapport in tense situations. These employees also have empathy and remain optimistic even in the face of adversity are gifted in education and persuading in a sales</p> <p>situation and resolving customer complaints in a customer service role. This "clarity" in thinking and "composure" in stressful and chaotic situations is what separates top performers from weak performers in the workplace.</p> <p><b>RESEARCH METHODOLOGY</b>  To study adopted in the empirical research design.</p> <p><b>OBJECTIVES OF THE STUDY</b>  The present research article is carried out with the objective of finding out the emotional intelligence and work performance of the employees as well as the relationship between emotional intelligence and work performance.</p> <p><b>STATEMENT OF THE PROBLEM</b>  India has abundant natural resources in terms of availability of natural fibers like cotton, silk, wool etc. India is the third largest producer of cotton in the world production. The availability of cheap cotton has been the total world and accounts for about 12% of the total world production. The availability of the cheap cotton has been the one of the biggest advantage of Indian exports. The emotional intelligence is one which has been taking into consideration in order to make the workers work more effective, thus the study is done in order to determine the influence of emotions of workers in their organization. It is possible for employees of all ages to become more socially and emotionally competent. However, the principles for developing this type of competence differ greatly from those that have guided much training and development practice in the past. Developing emotional intelligence requires that we unlearn old habits of thought, feeling and action that are deeply ingrained which grow as new ones. Such a process takes motivation, effort, time, support and sustained practice.</p> <p><b>NEED OF THE STUDY</b>  The recent and widespread interest in the importance of Emotional Intelligence (EI) at work among the employees is necessary. Employees should develop skills to assess his colleagues, supervisor's responses to the Management. This requires active self-introspection of the events, assessment of the events, psychological understanding of the management and colleagues. The perception cannot be universal in the sense that every employee differ and has different attitudes on various issues of life and has varied levels of understanding and withstanding capabilities. So there is need for the study where we can identify and stabilize the emotions.</p> <p><b>REVIEW OF LITERATURE</b>  McDowell and Bell (1992) in their research on "Emotional Intelligence" identifies that for a team to have high emotional intelligence and the team should create norms that establish mutual trust among the members, a sense of group identity and a sense of group efficacy. Boyatzis R (1994) in his study of "Emotional Intelligence" among 515 senior executives found that those who were primarily strong in emotional intelligence were most likely to succeed than those who were strongest in either relevant previous experience or intelligent quotient.</p>	<p style="text-align: center;">2</p>
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	<p>Indian Streams Research Journal</p> <p style="text-align: right;">ISSN 2230-7850 Volume-3, Issue-6, July-2013</p> <p>Cherniss (2000) outlines four main reasons why the workplace would be a logical setting for evaluating and improving emotional intelligence competencies: Emotional intelligence competencies are critical for success in most jobs, Many adults enter the workforce without the competencies necessary to succeed or excel at their job, Employers already have the established means and motivation for providing emotional intelligence training, Most adults spend the majority of their waking hours at work. Greenstein (2001) conducted a study that looked at the successes and failures of eleven American presidents. They were assessed on six qualities: organization, communication, vision, political skill, cognitive style, and emotional intelligence. The results showed that emotional intelligence was the key quality that distinguished the successful (e.g., Roosevelt) from the unsuccessful (e.g., Carter). In a study by Elfenbein and Ambady (2002), the ability to perceive emotions in others' facial expressions and pick up subtle signals about people's emotions predicted peer ratings of how valuable these people were to their organization. Lastly, a meta analysis of 59 studies by Van Rooy and Viswesvaran (2004) found that emotional intelligence correlated moderately with job performance.</p> <p>Brenda Scott-Ladd et al.,(2004) "Emotional intelligence and participation in decision-making: strategies for promoting organizational learning and change" argues that organizational learning is more effective if enacted by emotionally intelligent employees within clear operating boundaries such as those offered by participation in decision-making. Organizational learning, based on Senge's (1992) conceptualization of the five elements of personal mastery, mental models, shared vision, team learning and systems thinking, aims to facilitate an organization's ability to learn and adapt to change. Emotional intelligence is claimed to promote emotional knowledge, perception and regulation as well as general intelligence (Mayer and Salovey, 1997). However, this has to be harnessed to contribute to the organization's success. This paper synthesizes a model of how emotional intelligence, organizational learning and participation in decision-making can be operationalized to improve an organization's capacity to manage change and improve performance outcomes.</p> <p>Moshe Zeidner et al., (2004) have critically reviewed the conceptualisations and empirical evidence in support of emotional intelligence (EI) and its claimed role in the occupational environment. Consideration is given to the purported status of EI in occupational and career assessment (with particular emphasis on personnel selection and placement), job performance, and satisfaction. Overall, this review demonstrates that recent research has made important strides towards understanding the usefulness of EI in the workplace. However, the ratio of hyperbole to hard evidence is high, with over-reliance in the literature on expert opinion, anecdote, case studies, and unpublished proprietary surveys. The review concludes by providing a number of practical guidelines for the development and implementation of EI measures within occupational settings.</p> <p>Sinha (2004) explains that job performance is related to the willingness and openness to try and achieve new aspects of the job which in turn will bring about an increase in the individual's productivity. Howell (2004) on the other hand, states that job performance is actually related to the importance of social standing within the vocation and to a certain extent this opinion is similar to the earlier views put forth by Greenberg and Baron (2000) who point out a positive relationship between job performance and the status of the vocation itself. This positive relationship is brought on by the perks and benefits normally associated with a high standing occupation such as a higher remuneration, a more flexible working condition as well as an occupation which is less dependent on physical labour.</p> <p>David L. Van Rooy et al., (2005) "An Evaluation of Construct Validity: What Is This Thing Called Emotional Intelligence?" have investigated the meta-analytic review of the Emotional Intelligence (EI) construct. The first portion of the study examines the relation between EI measures based on two differing models of the construct (i.e., mixed and ability). This study then examines the relation of each of the models separately with cognitive ability and the Big Five personality factors. Results indicate that measures based on the mixed model of EI overlap extensively (i.e., correlate .71 among themselves; <math>k = 12</math>, <math>N = 3,259</math>), whereas mixed measures and ability measures are relatively distinct (<math>.14</math>; <math>k = 13</math>, <math>N = 2,442</math>). Mixed model measures of EI exhibited greater overlap with personality- than ability-based EI measures. Conversely, ability-based EI measures demonstrated a higher correlation with cognitive ability than mixed measures.</p> <p>Nina ogińska-bulik(2005) have focussed on "Emotional Intelligence in the workplace: exploring its effects on occupational stress and health outcomes in human service workers" and Emotional intelligence, an essential factor responsible for determining success in life and psychological wellbeing, seems to play an important role in shaping the interaction between individuals and their work environment. The purpose of the study was to explore the relationship between emotional intelligence and perceived stress in the workplace and health-related consequences in human service workers. A sample of 330 participants (42.4% of men and 57.6% of women), representing various human service professions (physicians, nurses, teachers, probation officers and managers) was eligible for the study. The mean age of the participants was 38.4 years (<math>SD = 8.45</math>), and the employment period was 8.3 years (<math>SD = 6.13</math>). Three methods were used in the study: The Emotional Intelligence Questionnaire – INTE with Polish modification, the Subjective Work Evaluation Questionnaire developed in Poland, and the General Health Questionnaire (GHQ-28) with Polish modification. The results confirmed an essential, but not very strong, role of emotional intelligence in perceiving occupational stress and preventing employees of human services from negative health outcomes. The ability to effectively deal with emotions and emotional information in the workplace assists employees in coping with occupational stress therefore; it should be developed in stress managing trainings.</p> <p>Mary Pat McEnrue et al., (2006) "Choosing Among Tests of Emotional Intelligence: What Is the Evidence?" Provides a comprehensive review of research regarding five types of validity for each of four major tests used to measure</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AN EMPIRICAL STUDY ON EMOTIONAL INTELLIGENCE AND WORK PERFORMANCE A. Anbazhagan, S. K. Nagarajan</p> <p style="text-align: center;">3</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>AN EMPIRICAL STUDY ON EMOTIONAL INTELLIGENCE AND WORK PERFORMANCE</b>  A. Anbazhagan, S. K. Nagarajan </p>	<p>Indian Streams Research Journal <span style="float: right;">ISSN 2230-7850</span>  <span style="float: right;">Volume-3, Issue-6, July-2013</span></p> <p>Emotional Intelligence. It culls and synthesizes information scattered among a host of articles in academic journals, technical reports, chapters, and books, as well as unpublished papers and manuscripts. It enables human resource development professionals and researchers to determine the absolute and incremental value they are likely to derive by using any one of the tests to assess and develop emotional intelligence among managers and employees.</p> <p>Joseph rode et al., (2007) "Emotional intelligence and individual performance: evidence of direct and moderated effects" have examined the direct and moderated effects of an ability-based measure of emotional intelligence on individual performance in a sample of business undergraduates. Controlling for general mental ability and personality, emotional intelligence explained unique incremental variance in performance ratings on only one of two measures of interpersonal effectiveness (public speaking effectiveness). However, the interaction of emotional intelligence with conscientiousness explained unique incremental variance both in public speaking and group behaviour effectiveness, as well as academic performance. It is concluded that the effects of emotional intelligence on performance are more indirect than direct in nature. Individuals must not only have emotional intelligence, but also must be motivated to use it.</p> <p>Hazel-Anne et al., (2007) "Service with a Smile: Do Emotional Intelligence, Gender, and Autonomy Moderate the Emotional Labour Process?" have made a survey study of 176 participants from eight customer service organizations investigated how individual factors moderate the impact of emotional labour strategies on employee well-being. Hierarchical regression analyses indicated that gender and autonomy were significant moderators of the relationships between emotional labour strategies and the personal outcomes of emotional exhaustion, affective well-being, and job satisfaction. Females were more likely to experience negative consequences when engaging in surface acting. Autonomy served to alleviate negative outcomes for individuals who used emotional labour strategies often. Contrary to our hypotheses, emotional intelligence did not moderate the relationship between the emotional labour strategies and personal outcomes. Results demonstrated how the emotional labour process can influence employee well-being. This study provides a valuable contribution to the literature on emotions in the workplace and in particular it serves to clarify how the process of emotional labour affects the service employee.</p> <p>Dirk lindebaum (2009) have examined the feasibility of developing emotional intelligence (EI) from the vantage point of organizational endeavour versus individual initiative and challenged the view that organizations can readily develop the EI of individuals and articulate a number of barriers that impair these endeavours. a conceptual map was proposed, which illustrates the process of organizations attempting to develop EI, as well as the impact of these barriers. Instead of organizational endeavours to develop EI, he advocates a self-initiated modification of attitudes in order to foster enhanced self-awareness and it is argued that this can give rise to the emotional and intellectual growth that lies at the heart of the</p> <p>ability conceptualization of EI. It is concluded that the barriers identified can considerably impair the prospect of developing EI in an organizational context. Conversely, encouraging individuals to foster their EI using a personal development initiative may have great remedial effects, transcending the dichotomy of private and organizational life.</p> <p>Tae-yeol Kim et al., (2009) have proposed and tested a model where emotional competence influences work performance through employees' proactive behaviors toward their supervisors. Results from 196 supervisor-employee pairs supported that emotional competence was positively associated with proactive behaviors, and proactive behaviors were positively associated with both task effectiveness and social integration.</p> <p>In addition, proactive behaviors significantly mediated the relationships between emotional competence and work performance, although this was mostly true of followers who had a higher degree of autonomy in their work. The results imply that one way emotional competence is valuable to organizations is that employees with higher emotional competence are more likely to seek feedback and develop rapport with their supervisors, which in turn translate into more positive task effectiveness and social integration.</p> <p>Blanca grama et al., (2009) According to the specialized literature from the field of organizational and economic psychology, the work group is defined as two or more persons who interact and pursue common goals, have stable relationships, are to some extent interdependent and realize they are in fact part of the group. Work in an organization takes a third form, i.e. emotional work/emotional labour: emotional labour reflects the management of emotions. This happens through mental effort, sometimes consciously, sometimes not, and its purpose is the change of personal feelings or emotions, so that these are in accordance with the "emotional rules" established by the formal group's norms, having a higher or lower intensity, on a shorter or longer period, instantly or slowly. Identity confusion, socio-professional stress, professional dissatisfaction, organizational silence are just a few of the negative effects of emotional labour, respectively of the discrepancy between the required emotion and the emotion experienced in reality by the employees of a large number of organizations</p> <p>Ingrid Smithey Fulmer et al., (2009) have focussed on "Managed Hearts and Wallets: Ethical Issues in Emotional Influence By and Within Organizations" and the increasing research attention to the ways that firms seek to influence the emotions of employees, consumers, and other stakeholders has not been accompanied by systematic attention to the ethical dimensions of emotion management and it is that informs the morality of influencing and regulating the emotions of others. What are the moral limits of the use of emotion as a management tool for shaping workplace behavior and influencing the thoughts and actions of consumers? Do the ethics of emotional labor and emotional appeals (e.g., in consumer advertising) depart from moral rules that apply in "non-emotional" contexts? To explore these questions we examine research on the means</p>	<p style="text-align: center;">4</p>
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	<p>Indian Streams Research Journal</p> <p style="text-align: right;">ISSN 2230-7850 Volume-3, Issue-6, July-2013</p> <p>by which individuals' emotions are shaped and on the organizationally relevant consequences of individual emotional experience. We then discuss a number of potential ethical issues that are implicit or explicit in the organizationally sanctioned use of emotion management, incorporating existing literature in management and business ethics that has addressed the moral obligations of organizations in this context, and highlighting areas where there is yet work to be done. We conclude by discussing the implications of our analysis.</p> <p>Barbara a. alston et al., (2010) have explored that“Emotional Intelligence and Leadership: a study of human resource managers” Unquestionably, leadership is an integral part of everyday existence, and discovering the attributes that are critical to successful leadership is a worthwhile endeavour. The purpose of this study is to investigate the relationship between emotional intelligence (EI) and leadership among human resource professionals and to examine its potential impact on leadership success. The results of this study indicate that higher levels of individual EI translate into more effective leadership. Moreover, there is a high level of commonality between transformational leadership, emotional intelligence, and success. The results provide important information for leaders and managers to help them achieve desired outcomes critical to the organization's success.</p> <p>Methew (2010) defines in an article “The Buzz about Emotional Intelligence” shown five elements of emotional intelligence given by a psychologist and a science journalist, Goleman (1998) who developed a framework to explain emotional intelligence in terms of five elements, he described as self-awareness, self-regulation, motivation, empathy and social skills. Each of these elements has distinctive characteristics, Goleman believes that emotional intelligence can be developed over a period of time and he developed an Emotional Competence Inventory (ECI) Employment Cost in association with the Hay Group, to use in assessing and developing EQ competencies at work.</p> <p>Ravichandran et al., (2011) have explained that EI has become a popular tool in organizations. There is still a need for increased empirical research on the construct (Salovey, Woolery, &amp; Mayer, 2002). This study contributes to the literature by providing more information about Emotional intelligence which may alleviate Work Engagement Behavior. It does this by building on the small existing pool of knowledge in order to extend the research on EI. The expected outcome of this study was an increased understanding of how EI impacts on Work Engagement behaviour. Emotional intelligence was measured using the 33-item Schutte Self-Report Inventory (SSRI) developed by Schutte and colleagues (Schutte et al, 1998). Engagement was measured using the shortened version of the Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2006). The scale consists of 9 items and was designed to measure the three components of engagement: vigor, absorption, and dedication. The samples of 119 employees who are from information technology services and Information technology enabled services of Chennai city in India, chosen for the study. Self-Administered questionnaire distributed and information collected. Research design descriptive type</p> <p>with non-probability purposive sampling technique was used for the study. The data were analysed using SPSS (statistical package for social science) version 14. The statistical tools like Cronbach's Alpha Reliability Test, Correlation, Chi – Square Test, One – Way ANOVA, Post – Hoc Test, Factor Analysis and Regression Analysis were employed for the research study. Emotional Intelligence behavior alone will not influence Work Engagement behaviour. Hence managers need to identify those variables which influence Work Engagement behaviour apart from the existing Emotional Intelligence construct variables used for this study</p> <p>Blair Kidwell et al.,(2011) have examined “Emotional Intelligence in Marketing Exchanges” and how sales professionals use emotions in marketing exchanges to facilitate positive outcomes for their firms, themselves, and their customers. The authors conduct three field studies to examine the impact of emotional intelligence (EI) in marketing exchanges on sales performance and customer relationships. They find that EI is positively related to performance of real estate and insurance agents, even when controlling for the effects of domain-general EI, self-report EI, cognitive ability, and several control variables. Sales professionals with higher EI are not only superior revenue generators but also better at retaining customers. In addition, the authors demonstrate that EI interacts with key marketing exchange variables customer orientation and manifest influence-to heighten performance such that high-EI salespeople more effectively employ customer oriented selling and influence customer decisions. Finally, the results indicate a complementary relationship between EI and cognitive ability in that EI positively influences performance at higher levels of cognitive ability. These findings have implications for improving interactions between buyers and sellers and for employee selection and training.</p> <p>Farh et al., (2012) have examined “Emotional Intelligence, Teamwork Effectiveness, and Job Performance : The Moderating Role of Job Context” and the role of ability-based emotional intelligence (EI) and its sub dimensions in the workplace by examining the mechanisms and context-based boundary conditions of the EI–performance relationship. Using a trait activation framework, theorize that employees with higher overall EI and emotional perception ability exhibit higher teamwork effectiveness (and Subsequent job performance) when working in job contexts characterized by high managerial work Demands because such contexts contain salient emotion-based cues that activate employees' emotional Capabilities. A sample of 212 professionals from various organizations and industries Indicated support for the salutary effect of EI, above and beyond the influence of personality, Cognitive ability, emotional labour job demands, job complexity, and demographic control variables. The relationship between EI and performance is a complex one. Better teamwork effectiveness and job performance under a high- MWD job context may represent just one means by which EI impacts outcomes in the workplace.</p> <p>Abraham Carmeli et al., have explained“The Relationship among Emotional Intelligence, Task</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AN EMPIRICAL STUDY ON EMOTIONAL INTELLIGENCE AND WORK PERFORMANCE A. Anbazhagan, S. K. Nagarajan</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AN EMPIRICAL STUDY ON EMOTIONAL INTELLIGENCE AND WORK PERFORMANCE A. Anbazhagan, S. K. Nagarajan</p>	<p>Indian Streams Research Journal <span style="float: right;">ISSN 2230-7850</span> Volume-3, Issue-6, July-2013</p> <p>Performance, and Organizational Citizenship Behaviors” that Theory suggests that individuals who are high in emotional intelligence are likely to exhibit a higher level of performance outcomes. However, research acknowledges the need to further establish the connection between emotional intelligence and work outcomes. We address this call by empirically examining the relationship between emotional intelligence and two aspects of work outcomes (task performance and two forms of organizational citizenship behaviors, altruism and compliance). Emotional intelligence was assessed by Schutte et al.'s (1998) self-report measure of emotional intelligence, whereas work outcomes were assessed by the employees' supervisors. The findings show positive relationships between emotional intelligence and employees' work outcomes. Abraham Carmeli and Zvi E. Josman “The Relationship among Emotional Intelligence, Task Performance, and Organizational Citizenship Behaviors”</p> <p>Susan tee suan chin et al., have analyzed “Emotional Intelligence and Organisational Citizenship Behaviour of Manufacturing Sector Employees: An Analysis” As with diversity, collaboration, co-operation and teamwork have become increasingly important issues for management to handle. The purpose of this study is to analyse the level of Emotional Intelligence and Organisational Citizenship Behaviour among middle management employees in the Malaysian manufacturing sector. A total of 536 employees from different organisations and industries took part in this survey. Based on the descriptive analysis, employees in some industries tended to have a lower level of emotional intelligence and organisational citizenship behaviour.</p> <p>Jason Hughes have “Bringing emotion to work: emotional intelligence, employee resistance and the reinvention of character” examined the sociological significance of emotional intelligence (EI) as a nascent managerial discourse. Through developing a three-way reading of the writers Richard Sennett, Daniel Goleman, and George Ritzer, it is contended that EI can be understood to signal 'new rules' for work involving demands for workers to develop moral character better attuned to the dynamics of the flexible workplace – character that is more 'intelligent', adaptive, and reflexive. Furthermore, it is argued that while EI appears in some important respects to open the scope for worker discretion, it might also signal diminished scope for worker resistance. However, ultimately, the case of EI is used to problematize recent discussions of worker resistance – to suggest the possibility of 'resistant' worker agency exercised through collusion with, as well as transgression of, corporate norms and practices. As such EI might be viewed as an archetype of how character is being transformed, enchanted, rather than corroded, within some, but by no means all, sectors of the contemporary workplace.</p> <p><b>CONCLUSION</b></p> <p>Emotional intelligence is one of the most important factors that affect the performance of the employees in the organization. Concentration in certain areas will help the organizations to be a successful way, thus the management has to concentrate on certain areas would enhance the</p> <p>workers to be emotionally intelligence in their work place to make it more effective. The management has to look after their workers and try to solve the problems faced by them. The management should give training program in order to avoid the fear of unknown. This will help the workers to be more emotional in the work place which help both the management and the employees to achieve both the organizational and the individual goals which in turn would increase the performance of the employees and the profitability of the organization.</p> <p><b>REFERENCE</b></p> <p>Ashkanasy, N. M., &amp; Daus, C. S. (2002), “Emotion in the workplace: The new challenge for managers”, <i>Academy of Management Executive</i>, Vol. 16, pp. 76–86, 2002.</p> <p>Barbara a. alston, Barbara r. 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