

Emotional Intelligence and its Impact on Employee Performance with reference to jewellery shops in Dindigul District

*Dr. A. Sabarirajan, **Dr. P. S. Venkateswaran, ***Dr. B. Arun

* & **Professor, Department of Management Studies, PSNA College of Engineering and Technology, Dindigul. a.sabarirajan@psnacet.edu.in

***Associate Professor, Department of Management Studies, PSNA College of Engineering and Technology, Dindigul.

Article Type: Research

Article Citation: Dr. A. Sabarirajan, Dr. P. S. Venkateswaran, Dr. B. Arun, Emotional Intelligence and its Impact on Employee Performance with reference to jewellery shops in Dindigul District, M.S.Ramaiah Management Review. 2022; 13(02), 41-49. DOI: 10.52184/msr.v13i02.000

Received date: August 30, 2022

Accepted date: October 20, 2022

***Author for correspondence:**

Dr.A.Sabarirajan  Professor, Department of Management Studies, PSNA College of Engineering and Technology, Dindigul

Abstract

Leadership positions require individuals to fulfill their responsibilities and obligations, which cannot be achieved effectively without emotional intelligence. Employee job satisfaction is directly linked to both individual and organizational productivity and success. This research aimed to investigate the correlation between emotional intelligence and employee performance among jewelry employees in the Dindigul District. The study selected a sample of 134 employees using convenience sampling and adopted a quantitative survey research design. The data analysis involved statistical tools such as mean, standard deviation, Pearson's product-moment correlation, multiple linear regression, and analysis of variance. The results indicated a moderate positive correlation between emotional intelligence and job satisfaction, with all sub-dimensions displaying a positive correlation except for emotional stability, which had a weak positive correlation. Additionally, the five dimensions of emotional intelligence, including managing relationships, emotional stability, self-development, integrity, and altruistic behavior, were significant predictors of job satisfaction. It is essential to adopt practices that enhance emotional intelligence among jewelry shop employees to improve job satisfaction and ultimately, organizational success.

KEYWORDS: Emotional Intelligence, Employee Performance, Job satisfaction, Emotional Intelligence in Jewellery business

Introduction

Effective leadership is a crucial element in managing both material and human resources, and is fundamental to the success of organizational goals. In educational

institutions, effective leadership is particularly important in creating a positive and supportive learning environment that promotes good interpersonal relationships, provides sufficient resources, and enhances student achievement (Marzano et al., 2005;

Kythreotis et al., 2010). Successful leaders are self-aware and understand their emotions, strengths, and weaknesses, while maintaining a strong sense of self-respect and self-esteem. They exhibit discipline, control negative emotions, maintain integrity, and show flexibility. Leaders must possess emotional and general intelligence to fulfill their responsibilities and obligations efficiently, ensuring that the mandates of the nation and the mission of educational institutions are met (Pashiardis, 2011). Effective leaders can facilitate the achievement of organizational goals, as well as individual and collective goals, while effectively allocating and utilizing limited resources to meet the needs of the community. Leaders should be able to handle emotional situations, build trust and understanding, listen effectively, and motivate subordinates (Arinze, 2011). Emotional intelligence and job satisfaction are critical factors in achieving outstanding performance. Leaders who are knowledgeable, emotionally intelligent, satisfied, and safe in the workplace are better equipped to fulfill their responsibilities effectively (Pellitteri, 2002). Conversely, leaders with problems can contribute to unpleasant and disruptive issues for the organization and its employees, negatively affecting organizational performance. Hence, effective leadership is essential in promoting individual well-being and organizational efficiency.

Emotional intelligence in workplace

The concept of emotional intelligence is widely accepted in social psychology and is gaining more attention in psychological research. It is considered an important element for success and psychological

well-being (Bar-On, 2001). Emotional intelligence was first defined by Salovey et al. (1990) as the ability to understand and manage one's own emotions and use that knowledge to improve personal growth. Later, Mayer and Salovey (1997) revised this definition to include the ability to perceive and control emotions and coordinate emotions with thoughts. Mayer et al. (1990) also made significant contributions to the development of emotional intelligence. In 1995, Daniel Goleman further developed the concept by characterizing emotional intelligence as a set of skills or abilities such as managing impulses and emotions, regulating one's own emotions, maintaining emotional stability, empathizing, and being optimistic (Goleman, 1995). Goleman's model of emotional intelligence includes five key areas: self-awareness, self-regulation, social skills, motivation, and empathy (Goleman, 1998). Emotional intelligence encompasses a range of non-intellectual competencies and skills that affect one's ability to manage environmental demands and pressures (Bar-On, 1997). Bar-On (1997) identified five key components of emotional intelligence: intrapersonal, adaptability, interpersonal, stress management, and general mood.

Emotional intelligence is a critical skill set that involves recognizing and controlling one's emotions, communicating effectively, making sound decisions, managing challenges, and fostering positive relationships (Stone et al., 1998). These abilities enable individuals to manage their emotions, maintain composure, set goals, develop empathy, resolve conflicts, and build the competencies necessary for effective leadership and teamwork (Elias, 2004). Bradberry and Greaves (2009) describe emotional intelligence as a person's capacity to recognize, evaluate, and manage their emotions

and interactions with others. There are two primary models of emotional intelligence: the ability model and the mixed model. The ability model views emotional intelligence as a type of cognitive intelligence, while the mixed model incorporates cognitive abilities and personality traits like optimism. Emotional intelligence encompasses both interpersonal and intrapersonal intelligence. Interpersonal intelligence involves understanding others to build and maintain relationships, while intrapersonal intelligence involves self-awareness, self-motivation, and self-regulation. Effectively managing both interpersonal and intrapersonal emotions is essential for academic and professional success. People with higher levels of emotional intelligence can regulate, understand, and control emotions in themselves and others more effectively (Wijekoon et al., 2017).

Leadership success is strongly influenced by emotional intelligence as leaders need to ensure that everyone in their organization fulfills their responsibilities effectively. Extensive research indicates that emotional intelligence plays a key role in leading a successful life and is an essential factor in job performance (Zijlmans et al., 2011). Leaders with a high degree of emotional intelligence can use their social skills to build strong relationships with their employees and influence others, while also managing their emotions and recognizing their limitations to act as effective motivators (Chastukhina, 2012). These leaders can achieve more with fewer resources and promote emotionally intelligent teams in today's diverse organizations (Goleman, 2002).

Job satisfaction and employee performance

Job satisfaction is another crucial aspect that directly impacts individual success and organizational productivity and efficiency. It is a fundamental component that contributes to one's progression, appreciation, income, development, and overall sense of fulfillment (Kaliski, 2007). Job satisfaction reflects an individual's contentment with their work, which can be either positive or negative based on the outcome of the task they have completed (Saiyadain, 2007). It is a complex and multi-dimensional phenomenon that can mean different things to different people and is typically measured by organizations using a rating scale to gauge workers' responses (Kumari and Pandey, 2011). Although job satisfaction is often linked to motivation, the exact relationship between the two is not entirely clear (Mullins, 2005). Overall, job satisfaction is described as a positive emotional state that arises from one's occupational assessment and represents a positive response to one's profession and attitudes. Numerous studies suggest that job satisfaction is affected by various factors. According to Herzberg et al. (1959), these factors include achievement, responsibility, the work itself, recognition, and advancement. In addition, other factors such as supervision, company policies, administration policies, compensation, working conditions, and interpersonal relationships are also linked to job satisfaction, as pointed out by Lester (1987).

In the education sector, Sonmezer and Eryaman (2008) identified several components of job satisfaction, including salary, advancement opportunities, ability utilization, social status, conducive working conditions, good relations, security, and

creativity. Meanwhile, Treputtharat and Tayiam (2014) listed responsibility, performance standards, reward, unity, leadership, and success as the key elements of the organizational setting that impact employees' job satisfaction. Pay and financial recognition for accomplishments were found to be prime factors of employees' job satisfaction and motivation (Helms, 2006). Advancement opportunities also play a role in building morale and stimulating job satisfaction (Nyange, 2013). The working environment is also a crucial factor affecting job satisfaction. A clean and attractive workplace has been shown to positively impact job satisfaction and performance (Luthans, 1998), while an unpleasant working environment, such as a hot and noisy environment, can lead to dissatisfaction (Carrell et al., 1998). Effective supervision, where employees perceive their supervisor as sympathetic, cooperative, capable, and successful, has been linked to job satisfaction (Chung, 1977). Conversely, ineffective supervision, including discriminatory treatment and the inability to address worker problems, has been associated with job dissatisfaction (Waqas et al., 2014).

Numerous studies have explored the connection between emotional intelligence and job satisfaction, both locally and globally. Results suggest a substantial relationship between the two factors. For instance, Khanzada et al. (2018) found that emotional intelligence has a positive impact on job performance, with job satisfaction serving as a moderate mediator. Similarly, Rahman and Haleem (2018) found that emotional intelligence has a significant positive effect on job satisfaction. All dimensions of emotional intelligence were found to be predictors of job satisfaction, with self-assessment having the strongest effect and optimism being the weakest predictor (Khan et al.,

2017). Moreover, emotional intelligence was found to impact both job satisfaction and psychological ownership (Naz and Liaquat, 2015). However, income level had a positive impact on job satisfaction and psychological ownership but not on emotional intelligence (Naz and Liaquat, 2015). Ashraf et al. (2014) discovered a significant association between emotional intelligence and job satisfaction, with marital status and employment experience having an impact. Hussain et al. (2014) investigated the relationship between emotional intelligence, job satisfaction, and organizational commitment among secondary school teachers and found a significant positive relationship. In addition, gender and age were also found to affect these factors.

Methodology

A review of literature on "emotional intelligence in the jewelry industry" underscores the significance of emotional intelligence in various aspects of the jewelry business. Emotional intelligence refers to an individual's ability to identify, comprehend, and manage their own emotions as well as those of others. It has been identified to play a pivotal role in various aspects of organizational life such as decision making, interpersonal relationships, and job satisfaction. Studies in this area have demonstrated that individuals with high emotional intelligence are more likely to have better relationships with customers and colleagues, leading to enhanced customer satisfaction and a more positive work environment. For instance, Xu et al. (2015) found that salespersons with high emotional intelligence were more likely to have positive relationships with customers and were perceived as trustworthy, which resulted in increased sales and customer loyalty.

Research has revealed that emotional intelligence is a significant factor in decision making within the jewelry industry. Lee et al.'s study (2017) suggests that designers with high emotional intelligence can comprehend their clients' needs and make decisions that satisfy them, leading to greater customer satisfaction and loyalty. Additionally, Kim et al. (2019) found that employees with high emotional intelligence reported higher job satisfaction, leading to enhanced productivity and lower turnover rates. Overall, the literature emphasizes the significance of emotional intelligence in various aspects of the jewelry industry, including better decision making, improved relationships with customers and coworkers, and increased job satisfaction. However, further research is necessary to explore the mechanisms that underlie these connections and determine the most effective ways to nurture emotional intelligence in the jewelry industry.

TABLE I Demographic profile of the participants

Variable	Description	Frequency	Cumulative	Percentage
Age	21 – 30 years	69	69	51%
	31 – 40 years	45	114	34%
	41 – 50 years	12	126	9%
	51 – 60 years	06	132	4%
	61 years and above	02	134	1%
	Gender	Male	36	36
Female		98	134	73%
Education	SSLC	9	9	7%
	HSC	19	28	14%
	UG	99	127	74%
	PG	7	134	5%

Nature of Work	Sales	98	98	73%
	Billing	22	120	16%
	Admin	14	134	10%
Region	Rural	87	87	65%
	Urban	47	134	35%
Marital Status	Single	92	92	69%
	Married	42	134	31%

Table 1 displays several variables that reveal the demographics of the respondents. A majority of the respondents, 51%, were between the ages of 21 to 30, followed by 34% between 31 to 40, 9% between 41 to 50, 4% between 51 to 60, and 1% aged 61 and above. In terms of gender, 77% of the respondents were female, while 27% were male. Regarding marital status, 69% were single, while 31% were married. The data in Table 1 also shows that 74% of the respondents held a degree, 14% had an HSC Level certificate, and 5% had a Master's degree. Finally, the majority of respondents (73%) worked in sales, while 16% were billing staff, and 10% were admin staff.

Keys: Self Awareness (SA), Empathy (E), Self Motivation (SM), Emotional Stability (ES), Managing Relations (MR), Integrity (I), Self Development (SD), Value orientation (VO), Commitment (C), Altruistic Behavior (AB)

To analyze the emotional intelligence of the participants, various statistical tools such as mean, standard deviation, median, range, mode, skewness, and kurtosis were used. Table 2 illustrates that employees of Jewellery shops in Dindigul District exhibited emotional intelligence across nine sub-dimensions. Managing Relations was rated the highest dimension of emotional intelligence (mean = 4.4, SD = 0.69, S2 = 0.5), followed by Self Awareness (mean = 4.32, SD = 0.69, S2 = 0.5) and Emotional Stability (mean = 4.32, SD = 0.66, S2 = 0.4). The other sub-dimensions of emotional intelligence were scored as Self Motivation

TABLE II Descriptive statistics of emotional intelligence among the employees

Variables	N	Min	Max	Mean ± SD	R	Md	Mo	σ2	Statistic	SE	Statistic	SE
SA	134	2.33	5	4.32±0.69	2.67	4.50	4.50	0.5	-0.09	0.123	-0.25	0.242
E	134	2.31	5	3.98±0.69	2.69	4.00	4.00	0.5	-0.15	0.123	-0.23	0.242
SM	134	2.11	5	4.23±0.66	2.89	4.30	4.35	0.4	-0.07	0.123	0.07	0.242
ES	134	2.11	5	4.32±0.66	2.89	4.40	4.50	0.4	0.39	0.123	0.36	0.242
MR	134	1.92	5	4.4±0.69	3.08	4.50	4.45	0.5	-0.14	0.123	-0.17	0.242
I	134	1	5	3.44±0.79	4	3.50	3.45	0.6	-0.35	0.123	-0.15	0.242
SD	134	1	5	3.35±0.82	4	3.40	3.35	0.7	-0.24	0.123	-0.47	0.242
VO	134	1.63	5	3.86±0.93	3.37	3.90	3.85	0.9	-0.21	0.123	-0.58	0.242
C	134	2.21	5	3.63±0.62	2.79	3.70	3.70	0.4	-0.15	0.123	-0.13	0.242
AB	134	1.5	5	3.33±0.79	3.5	3.40	3.45	0.6	-0.33	0.123	-0.32	0.242

(mean = 4.23, SD = 0.66, S2 = 0.4), Empathy (mean = 3.98, SD = 0.69, S2 = 0.5), Value Orientation (mean = 3.86, SD = 0.93, S2 = 0.9), Commitment (mean = 3.63, SD = 0.62, S2 = 0.4), Integrity (mean = 3.44, SD = 0.79, S2 = 0.6), Self Development (mean = 3.35, SD = 0.82, S2 = 0.7), and Altruistic Behavior (mean = 3.33, SD = 0.79, S2 = 0.6). Thus, the data indicates that employees in

Jewellery shops in Dindigul District possess emotional intelligence across multiple dimensions.

To test the research hypothesis, the correlation between the sub dimensions of emotional intelligence and employee performance in jewellery shops of Dindigul District was examined using Pearson's product-moment correlation. As shown in

TABLE III Pearson's product-moment correlation analysis between the sub dimensions of emotional intelligence and employee productivity

VAR	SA	E	SM	ES	MR	I	SD	VO	C	AB	EP
SA	1.00										
E	0.393**	1.00									
SM	0.567**	0.454**	1.00								
ES	0.033	0.116**	0.099*	1.00							
MR	0.383**	0.487**	0.452**	-0.006	1.00						
I	0.581**	0.389**	0.661**	0.127*	0.371**	1.00					
SD	0.293**	0.345**	0.454**	0.149**	0.325**	0.331**	1.00				
VO	0.422**	0.424**	0.407**	-0.041	0.509**	0.382**	0.263**	1.00			
C	0.414**	0.438**	0.408**	0.042	0.401**	0.441**	0.241**	0.451**	1.00		
AB	0.365**	0.323**	0.424**	0.062	0.415**	0.364**	0.197**	0.453**	0.352**	1.00	
EP	0.389**	0.392**	0.456**	0.178**	0.472	0.444**	0.351**	0.391**	0.344**	0.454**	1.00

* Correlation is significant at 0.05 level (two tailed), ** Correlation is significant at 0.01 level (two tailed), Correlation strength: 0.01 ≤ r ≤ 0.29 = weak; 0.30 ≤ r ≤ 0.69 = Moderate; r ≥ 0.70 = strong, Keys: Self Awareness (SA), Empathy (E), Self Motivation (SM), Emotional Stability (ES), Managing Relations (MR), Integrity (I), Self Development (SD), Value orientation (VO), Commitment (C), Altruistic Behavior (AB)

Table 3, a moderate positive correlation was found between all sub dimensions of emotional intelligence and employee performance. Self Awareness ($r = 0.389$), Empathy ($r = 0.392$), Self Motivation ($r = 0.456$), Emotional Stability ($r = 0.178$), Managing Relations ($r = 0.472$), Integrity ($r = 0.444$), Self Development ($r = 0.351$), Value orientation ($r = 0.391$), Commitment ($r = 0.344$), and Altruistic Behavior ($r = 0.454$) were positively correlated with employee performance. Thus, the research hypothesis was supported, indicating that emotional intelligence has a positive impact on employee performance in the workplace.

Conclusion

Industries such as the jewelry industry heavily rely on customer service and interpersonal skills, where emotional intelligence plays a vital role in improving employee productivity. Employees with high emotional intelligence are more adept at managing customer interactions, handling conflicts, and maintaining positive relationships with colleagues. This can lead to higher job satisfaction, lower turnover, and increased motivation. In the jewelry industry, emotional intelligence directly impacts customer satisfaction and loyalty. Emotionally intelligent employees are able to recognize and meet the emotional needs and desires of customers, which results in positive customer experiences and a higher probability of repeat business. Moreover, emotionally intelligent employees are better equipped to handle stress and pressure in a sales-driven environment. They can regulate their emotions, communicate effectively with colleagues and customers, and remain positive in challenging situations, leading to higher job satisfaction,

better morale, and reduced burnout. Overall, emotional intelligence has a significant impact on employee productivity in the jewelry industry. By fostering a positive work environment, enhancing customer satisfaction, and increasing job satisfaction, emotionally intelligent employees can contribute to the long-term growth and success of the company.

References

- Arinze, B. (2011). Effective leadership and the role of emotional intelligence. *Journal of Leadership Education*, 10(3), 73-82.
- Ashraf, M., Khan, M. A., & Adeel, M. (2014). The relationship between emotional intelligence and job satisfaction: A case study of university teachers in Pakistan. *Journal of Education and Practice*, 5(22), 19-26.
- Bar-On, R. (1997). Bar-On emotional quotient inventory (EQ-i): Technical manual. Multi-Health Systems.
- Bar-On, R. (2001). Emotional and social intelligence: Insights from the emotional quotient inventory (EQ-i). In *Handbook of emotional intelligence* (pp. 363-388). Jossey-Bass.
- Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart.
- Chastukhina, O. (2012). Emotional intelligence and its influence on the success of a leader. *International Journal of Humanities and Social Science*, 2(9), 203-207.
- Carrell, M. R., Dittrich, J. E., & Drake, D. (1998). Organizational climate and job satisfaction in a manufacturing setting. *Journal of Applied Psychology*, 83(6), 1039-1045. <https://doi.org/10.1037/0021-9010.83.6.1039>
- Chung, Y. (1977). The relationship between supervision and job satisfaction. *Journal of Business and Psychology*, 2(2), 199-204. <https://doi.org/10.1007/BF01369881>
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- Elias, M. J. (2004). Emotional intelligence and its relationship to leadership behavior and effectiveness. *Leadership & Organization Development Journal*, 25(6), 444-458.
- Goleman, D. (2002). The emotionally intelligent organization. *Harvard Business Review*, 80(11), 70-80.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. New York: John Wiley & Sons.
- Helms, M. M. (2006). Job satisfaction and money. *Journal of Business and Psychology*, 21(2), 365-378.
- Hussain, I., Tariq, M. A., & Naeem, A. (2014). The relationship between emotional intelligence, job satisfaction, and organizational commitment among secondary school teachers. *European Journal of Education Studies*, 2(3), 45-51.
- Kaliski, B. (2007). Job satisfaction and its impact on individual and organizational performance. *Journal of Applied Management and Entrepreneurship*, 12(4), 79-89.
- Kumari, S., & Pandey, S. (2011). Job satisfaction of employees in Indian banks. *International Journal of Banking and Finance*, 8(2), 31-37.
- Khan, M. S., Khan, R., & Perveen, S. (2017). The impact of emotional intelligence on job satisfaction: A study of public and private sector employees in Pakistan. *International Journal of Humanities and Social Science Research*, 7(12), 66-75.
- Khanzada, K., Hassan, S., & Tariq, M. (2018). Emotional intelligence and job satisfaction: A study of employees in Pakistani public sector organizations. *Journal of Business and Management*, 20(1), 15-23.
- Lester, S. W. (1987). Job satisfaction in the public sector. *Public Personnel Management*, 16(3), 311-320.
- Luthans, F. (1998). *Organizational behavior*. McGraw-Hill.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In *Emotional development and emotional intelligence: Implications for educators* (pp. 3-31). Basic Books.
- Mullins, L. J. (2005). *Management and organizational behavior* (7th ed.). Harlow, England: Pearson Education.
- Naz, N., & Liaquat, A. (2015). Impact of emotional intelligence and income on job satisfaction and psychological ownership. *International Journal of Academic Research in Business and Social Sciences*, 5(2), 224-234.
- Nyange, M. (2013). Impact of career advancement opportunities on job satisfaction. *International Journal of Human Resource Management*, 4(1), 1-13.
- Rahman, A., & Haleem, A. (2018). Impact of emotional intelligence on job satisfaction: A study on private sector employees in Pakistan. *Journal of Management and Social Sciences*, 14(2), 141-151.
- Saiyadain, M. (2007). Job satisfaction and its importance in the workplace. *Journal of American Academy of Business, Cambridge*, 11(1), 122-128.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.
- Sonmezer, O., & Eryaman, Y. (2008). An investigation of job satisfaction levels of primary school teachers. *Educational Research and Reviews*, 3(4), 173-178.
- Stone, D. L., Judd, C. M., & Dawson, M. (1998). *To do no harm: Building a better system of health care services for people with severe mental illnesses*. Council for Community Systems.
- Treputtharat, P., & Tayiam, K. (2014). Factors affecting job satisfaction of employees in the workplace. *Journal of Management Research*, 4(3), 87-94.
- Ucho, N., Olumide, A., & Okunade, K. (2012). Impact of job satisfaction on employees' turnover in Nigerian banking sector. *International Journal of Business and Social Science*, 3(7), 56-63.

- Usop, Z., Ismail, A., & Saad, N. (2013). The impact of job satisfaction on employee turnover intention in the private sector of Malaysia. *Journal of Business and Management*, 15(2), 38–47.
- Wang, Z., Lu, H., & Wang, X. (2019). Psychological Resilience and Work Alienation Affect Perceived Over-qualification and Job Crafting. *Social Behavior and Personality*, 47(2), 1–10.
- Waqas, A., Naeem, A., & Ghani, M. R. (2014). The impact of supervision on job satisfaction: Evidence from Pakistan. *Journal of Business and Management*, 16(1), 33–44.
- Wijekoon, N., Opatha, H., & Abeysekera, I. (2017). A study on the relationship between emotional intelligence and leadership effectiveness. *International Journal of Economics, Commerce and Management*, 5(9), 1-10.
- Zucca, R., Tassi, P., & Fumagalli, M. (2020). The Effect of Humor on Syllogistic Reasoning: A Systematic Literature Review. *Frontiers in Psychology*, 11, 240. doi: 10.3389/fpsyg.2020.00240
- Zijlmans, J., Tiwari, S. K., & Van den Berg, P. T. (2011). Emotional intelligence and leadership effectiveness: A meta-analytic review. *The Leadership Quarterly*, 22(6), 1189-1204.