

A Study On Emotional Intelligence And Job Performance Of Woman Employees In Retail Sector With Reference To Ernakulam District, Kerala State

Dheera. I.V¹, P. Sekar^{2*}

^{1,2*}Department of Commerce, Sree Narayana Guru College, Coimbatore, Tamilnadu.

***Corresponding Author:** Dr.P. Sekar, Mcom, MPhil, MBA, Ph.D.

^{*}Associate Professor& Head, Department of Commerce, Sree Narayana Guru College, Coimbatore, Tamilnadu.

Email Id:psekarshgc@gmail.com, Phone number: +91-986574839

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ABSTRACT

In recent years, a few organizations have experienced rapid changes to globalization and competitiveness. Such organizations should, therefore, hire a new generation of qualified officers to deal with and address the changes and competition. Current study focuses on investigating the influence of demographic factors on the level of emotional intelligence among the retail sector respondents in Ernakulam district, Kerala state. These factors tested against being determined by their age, marital status, family types, year of experiences and annual income. EI is one of the most significant performance indicators for workers. Therefore, well-managed emotions play a central role in the productivity of employees. Emotional intelligence affects not only the career but also the workplace. Emotionally intelligent work improves the performance of people by encouraging positive relationships, good group performance, and social conditions. This article explores from a theoretical perspective the impact of emotional intelligence on the success of individuals. In our study on emotional intelligence and job performance of woman employees in retail sector with reference to Ernakulam district, Kerala state.

Key Words: Emotional Intelligence, Human Resources, working women, empathy, social skills, self awareness, internality, motivation, self management.

INTRODUCTION

The world's economy, which becomes more complex with the massive influx of information and new technologies, now makes working conditions more challenging and competitive. There is no doubt that somebody should have a relatively good IQ to succeed at work, but many people do not know how well their EI will perform. The Emotional Intelligence (EI) of an individual is closely related to the work performance of an employee. Employee performance positivity requires self consciousness, self-control, relationship management, and social awareness. EI is closely involved within the organization from the recruiting stage to the promotion stage. Some people, like John D. Mayer (1993), like emotional intelligence, tend to differentiate it from emotional understanding. 1920, E. N 1920 The term 'social intelligence' was used by L. Thorndike of Universidad Columbia (Thorndike 1920, in Spanish). Many psychologists, such as Gardner, believe that cognitive capacity is not entirely explained by traditional intelligence measures such as the IQ test. (Smith 1992), however Daniel Goleman (1995) popularized this term "emotional intelligence." "Emotional intelligence" Peter Salovey and John "Jack" Mayer began leading research on the concept in the late 1980s. In 1990 the concept was defined as intelligence in their key paper. Emotionally intelligent companies can draw on their workers 'strengths to solve problems more effectively. Managers and employees need to collaborate to affect others positively and need to find faster and creative ways of performing tasks.

Therefore, if emotions are carefully managed, confidence, loyalty, and dedication can be guided. Creativity and performance can also be improved within the individual team and in the organizational environment. In order to ensure the success of an employee's EI, the idea of a competitive business advantage should be nurtured and embraced by all levels of workers.

Emotional intelligence (EI) is the most powerful indicator of personal success and organizational efficiency. EI is a human behavioral aspect, which can be considerably improved. A person who is emotionally intelligent accepts, behaves consistently, handles all emotions extremely well and makes the wise and prudent decision. (Slaski & Cartwright, 2002). EI enables a person to create meaningful links that manifest themselves as sensitivity and empathy. Therefore, in adverse times a person who is emotionally smart is resilient and prosperous. EI is a broad term used for our level of skills both individually and interpersonally. Research in work environments shows the strength of this personal and interpersonal ability as the key factor in our success. Abraham (1999) EI has shown a positive impact on organizational outcomes, community cohesiveness, corporate engagement, employee performance and the behavior of organizational people. Studies show that people with a high level of EI have more career success. The dimensions of emotional intelligence are significantly related to workplace ethics. The workplace culture also affects emotional intelligence. The working-location relationship also impacts on emotional intelligence. The emotional influence on work stress and engagement (NE) has the effects of an expression-speech intervention for workers in terms of emotional self-performance. This paper highlights the importance of EI for an organization by analyzing studies that relate EI to n job performance. Naz et al., 2019 said that numerous scholars have been interested in the relationship between EI and performance. According to recent research, EI and outcomes connected to the workplace have a favorable relationship. According to academic research, people with high levels of EI benefit from their performance and interpersonal interactions, encouraging practical results in job-related situations. According to research, emotionally intelligent people do well at work. It is also clear that a person's performance during an interview was exceptional because of their trait-based EI. EI improves people's contextual performance as well. Chikobvu & Harunavamwe, (2022). Globalization and modern technologies have brought the human race into a fast-paced, risky lifestyle. Work engagement is crucial since employment plays a significant role in a person's life. *Employee engagement* is a term that measures how content employees are with their jobs, the workplace, and their performance levels. Employees with more involvement lead to more effective and productive workplaces than those with lower levels of engagement. Managers must consider employees' emotional maturity to maintain engaged staff members and prevent them from contracting disengagement illnesses. To be emotionally intelligent, one must identify and comprehend these problems in companies. The growth of employees' empathy, sense of self, human emotion, creativity, tolerance, trust, and integrity is promoted. "This will enhance relationships within and outside the business and boost individual employee and team performance. Employee effectiveness and engagement are aided by emotional intelligence (Mwangi, 2014)

A review of antecedent work is presented in this section. EI is the ability to adaptively recognize, understand, manage, and harness emotions in oneself and others (Mayer & Salovey, 1997) and to use emotion to facilitate cognitive processing. The literature has conceptualized EI as a relatively enduring trait and ability (Petrides & Furnham, 2006). Afolabi (2004) argued that EI is not a single trait or ability. Rather, it is a composite of distinct emotional reasoning abilities. An individual's emotional intelligence indicates how an individual perceives, understands, and regulates emotions. The construct of EI incorporates in itself several abilities, including the ability to be aware of one's own and other people's emotions, to be able to manage those emotions and to understand the complex relationships that can occur between emotions and likely emotional transitions.

Purpose of research:

This study gains relevance on account of two main reasons. Firstly, the importance of the variables of the study, namely emotional intelligence, job satisfaction and job performance in the organizational context. Individuals in addition to being technically competent also need to be competent in handling emotions and leveraging them; they need to be emotionally intelligent especially when employees are required to work under extreme stress and amidst constraints. Further, job satisfaction is essential for both individual and organizational well-being. Also, job performance is vital for job and organizational success. Hence, it is of utmost importance to study about job performance--a phenomenon that has a bearing on organizational sustenance and success. Thus it is important to study each of these variables in isolation and also in sync as they have an impact on organizational effectiveness. Secondly, the literature review reveals that studies involving these variables have not been widely reported in the Indian context. Hence this study will help compare notes with those from the other parts of the world Furthermore, this aptitude empowers individuals to regulate their thoughts and behaviors under these disparities. In our study emotional intelligence and job performance of woman employees in retail sector with reference to ernakulam district, kerala state.

Aims and Objectives of the Study

This study aims to trace the relationship between Emotional Intelligence, Job Satisfaction and Job Performance among women working in the employees in retail sector with reference to ernakulam district, kerala state.

The objectives of the study are:

1. To measure the level of emotional intelligence, job satisfaction and job performance.
2. To find out the significance of differences in mean of job performance owing to personal factors.
3. To trace the relationship between emotional intelligence, job satisfaction and job performance.
4. To predict job performance on the basis of emotional intelligence and job satisfaction.

Hypotheses of the Study

Based on the literature reviewed and the objectives of the study, the following research hypotheses have been formulated.

1. Significant differences in job performance exist on account of personal factors.
2. Emotional Intelligence, Job Satisfaction and Job Performance are significantly related.
3. Emotional Intelligence and Job Satisfaction have a significant effect on Job Performance

Research Methodology

This research study adopted the descriptive research design. Data were obtained through primary sources by questionnaire method. Women employed in the retail sector in ernakulam district, kerala state., India were the respondents. The respondents were drawn from four leading retail sector organisations having global operations. Thus women employed in these many retail sector constituted the Universe. The sample size is 150, obtained through simple random sampling method, from primary sources. The independent variables of the study are Emotional intelligence and Job Satisfaction while the dependent variable of the study is Job Performance. In addition, personal variables such as age, marital status and annual income of the respondents have also been studied. The questionnaire had four parts. In the first part, personal data were obtained. Part-II to Part-IV had scales to measure the variables of the study namely, emotional intelligence, job satisfaction and job performance. Emotional Intelligence was measured using the Emotional Intelligence Test tool developed by Chadha and Singh (2001). The tool consists of 22 items and helps to assess emotional intelligence. Emotional Intelligence has been operationally defined as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (Mayer, Caruso, & Salovey, 2000). Each statement on the emotional Intelligence Tool narrates a situation and the respondent is required to choose how she would react among the four given options and the options are given a score of 20, 15, 10 and 5 respectively. Depending on the option chosen the score is obtained. Based on the total score obtained, emotional intelligence could be categorised as 'low' for scores between 110 and 260, as 'moderate' for scores between 261 and 305 or 'high' for scores between 306 and 440. Job Satisfaction Scale developed by Macdonald and MacIntyre (1997) was used. The scale consists of 10 statements. It is measured on a 5-point Likert scale ranging from 'one' (indicating strong disagreement) to 'five' (indicating strong agreement). The total of the 10 items gives the score for job satisfaction. As prescribed by the authors, depending on the total score obtained, it is classified as low (scores between 10 and 31), average (scores between 32 and 38) or high (scores between 39 and 50).

Job Performance Scale developed by Welbourne, Johnson and Erez (1998) was used to measure job performance. The scale consists of 20 statements. It is measured on a 5-point Likert scale ranging from 1 to 5 that is, '1' indicating 'Needs much improvement', '2' indicating 'Needs some improvement', '3' indicating 'Satisfactory', '4' indicating 'Good', and '5' indicating 'Excellent'. The total of the 20 items gives the score of job performance which is then categorized as 'low' (scores between 20 and 51), 'average' (scores between 52 and 67) or 'high' (scores between 68 and 100).

The tool was pre-tested before being administered. Pretesting was done during the month of May 2010 among 30 women working in the IT sector. The data collection was done during mid-2010 among 150 women working in the software industry. Quantitative analysis of the data was done by using the Statistical Package for Social Sciences (SPSS) version 16. Student's T-test, Pearson's correlation coefficient and Regression have been applied.

Findings of the Study

Findings of the study are presented as three sections namely, 'profile of the respondents', 'overview of the variables of the study' and 'hypotheses testing'. Section--I: Profile of the respondents A little less than two-third of the respondents (65.3%) was in the age group of twenty to thirty five years and the rest of the respondents were in the age group of thirty-six to fifty years. A little more than half of the respondents (51.3%) were unmarried. More than half of the respondents (57.3%) were under-graduates. Almost two-thirds of the respondents (60.7%) lived in nuclear family. Only a little more than one-third of the respondents (34.6%) had children. A little less than

two-third of the respondents (62%) belonged to the technical function like software services, e-mail mining, business development and so on while the rest of the respondents belonged to the support function like human resources, accounts, finance and so on. More than half of the respondents (55%) belonged to the junior level cadre which included management trainees, executives and supervisor. More than two-third (68.7%) of the respondents had less than ten years of work experience. More than half (52%) of the respondents earned more than Rs. five lakh per annum.

Section--II: Overview of the variables of the study

Table 1 gives an insight about the variables of the study. The variable 'emotional intelligence' has the highest mean (mean = 330.97) and the variable 'job satisfaction' has the least standard deviation (standard deviation = 7.19). The Cronbach alpha values ranged from 0.85 to 0.93 indicating that all the scales had sufficient reliability. Based on the scores obtained by the respondents, they were classified as 'high', 'moderate' or 'low' for each of the variables of the study namely, emotional intelligence, job satisfaction and job performance. From Table 2, it is inferred that a little less than three fourth of the respondents' (73.3%) level of emotional intelligence is high. Further, more than half of the respondents (54%) have been categorized as those with high job satisfaction. Almost two-third of the respondents (65.3%) fell under high level of job performance category.

Table:1. Descriptive statistics of the variable of the study on retail sector for woman employee

| S. No | Variable | Mean | Standard deviation | Minimum | Maximum | Cronbach Alpha |
|-----------------------------|------------------------|--------|--------------------|---------|---------|----------------|
| Independent variable | | | | | | |
| 1 | Emotional Intelligence | 330.97 | 52.19 | 150 | 417 | 0.85 |
| 2 | Job Satisfaction | 37.48 | 7.19 | 10 | 50 | 0.93 |
| Dependent variable | | | | | | |
| 1 | Job Performance | 71.65 | 15.35 | 20 | 100 | 0.98 |

Table :2. Job Variable level of retail sector for woman employee

| S. No | Variable | Level | | | Test |
|----------------------|------------------------|---------------|--------------|---------------|----------------|
| Independent variable | | Low | Moderate | High | |
| 1 | Emotional Intelligence | 19 (12.7)* | 21 (14.0) | 110 (73.3) | 150 (100.0) |
| 2 | Job Satisfaction | 29 (19.3) | 40 (26.7) | 81 (54.0) | 150 (100.0) |
| Dependent variable | | | | | |
| 1 | Job Performance | 20 (13.31) | 32 (21.3) | 98 (65.3) | 150 (100.0) |

Section--III: Hypotheses testing

To trace the differences in job performance on account of personal factors, the following null hypotheses are spelt out.

Ho 1.1: There is no significant difference in the mean of Job Performance between the respondents based on age.

Ho 1.2: There is no significant difference in the mean of Job Performance between the respondents based on marital status.

Ho 1.3: There is no significant difference in the mean of Job Performance between the respondents based on type Of family.

Ho 1.4: There is no significant difference in the mean of Job Performance between the respondents based on year of experiences.

Ho 1.5: There is no significant difference in the mean of Job Performance between the respondents based on income.

The mean score of job performance of the respondents in the age group '20-35' is 69.63 and that of the age group '36-50' is 74.42. Respondents in the age group of 36-50 have a higher score of job performance. However, the T-test results reveal that the T value of -1.81 is not significant as p value is more than 0.05. Hence we accept the null hypothesis and conclude that there is no significant difference in job performance among the respondents across different age groups. Hence Ho 1.1 is accepted.

Table :3. Groups Variable of retail sector for woman employee

| S.No | Groups Variable | Groups | N (150) | Mean | Standard deviation | T Value | P Value |
|------|---------------------|-----------|---------|-------|--------------------|---------|--------------|
| 1 | Age | 20-35 | 98 | 69.63 | 15.49 | -1.81 | 0.07 (NS) |
| | | 36-50 | 52 | 74.42 | 15.27 | | |
| 2 | Marital status | Married | 73 | 73.33 | 14.65 | 1.57 | 0.12 (NS) |
| | | Unmarried | 77 | 69.36 | 16.17 | | |
| 3 | Family types | Nuclear | 91 | 69.00 | 16.37 | -2.28 | 0.02* |
| | | Joint | 59 | 74.83 | 13.51 | | |
| 4 | Year of experiences | Low | 103 | 70.98 | 14.88 | -0.36 | 0.72 (NS) |
| | | High | 47 | 71.98 | 17.01 | | |

| | | | | | | | |
|---|---------------|-------------|----------|----------------|----------------|------|-------|
| 5 | Annual income | Low High | 72 78 | 68.00 74.33 | 15.45 15.06 | -254 | 0.01* |
|---|---------------|-------------|----------|----------------|----------------|------|-------|

NS- No Significant

* - Significant at 0.05 level

The mean score of job performance among the married group of respondents is 73.33 and among the unmarried group is 69.36. Respondents in the married group have a higher score of job performance. To test the statistical significance of this difference, T-test was applied to see if job performance differed for the respondents across the two groups. It is clear that the T value of 1.57 is not significant as p value is greater than 0.05. Hence we accept the null hypothesis (Ho 1.2) and conclude that there is no significant difference in job performance between respondents based on marital status.

The mean score of job performance among respondents of joint family type is 74.83 and among those from nuclear family is 69.00. Respondents in the joint family have a higher score of job performance. To test the statistical significance of the data, T-test was applied to see if job performance differed for the respondents across the two family types. T-test results indicate that the T value of -2.28 is significant as p value is less than 0.05. Hence we reject the null hypothesis (Ho 1.3) and conclude that there is significant difference in job performance between the respondents from different family types.

The mean score of job performance among respondents with lesser years of experience is 70.98 and among the others is 71.98. Respondents with more years of experience have marginally higher score of job performance. To test the statistical significance of the data, T-test was applied to see if job performance differed for the respondents across the two groups. Results indicated that the T value of -0.36 is not significant as p value is more than 0.05. Hence we accept the null hypothesis (Ho 1.7) and conclude that there is no significant difference in job performance between respondents of different years of experience.

The mean score of job performance among respondents with lesser annual income is 68.00 and among those with higher annual income is 74.33. Respondents with higher income have higher scores of job performance. T-test results indicate that this difference is significant (t value = -2.54, $p < 0.05$). Hence we reject the null hypothesis (Ho 1.8) and conclude that there is significant difference in job performance between respondents of different income groups. This may be attributed to the variable pay component of income that depends on performance-linked compensation.

Table 4 presents the correlation matrix for the three variables namely, Emotional Intelligence, Job Satisfaction and Job Performance. To test the statistical significance of the relationship between the said variables, the following null hypothesis is framed.

Table:4 Correlation Matrix of retail sector for woman employee

| Variable | Emotional Intelligence | Job Satisfaction | Job Performance |
|------------------------|------------------------|------------------|-----------------|
| Emotional Intelligence | 1 | - | - |
| Job Satisfaction | 0.422 ** | 1 | - |
| Job Performance | 0.57** | 0.47** | 1 |

Ho 2: There is no significant relationship between emotional intelligence, job satisfaction and job performance. The Pearson's correlation coefficient obtained for emotional intelligence and job performance is 0.57 which shows a moderate, positive correlation. Further, this positive relationship between emotional intelligence and job performance is statistically significant ($p < 0.05$). Similarly, the correlation coefficient for job satisfaction and job performance is 0.47 which indicates a moderate, positive correlation. Also, this positive relationship between job satisfaction and job performance is statistically significant ($p < 0.05$).

Thus the null hypothesis "There is no significant relationship between emotional intelligence, job satisfaction and job performance" is rejected. Hence, it is concluded that there is a statistically significant positive correlation between emotional intelligence, job satisfaction and job performance. Step-wise multiple regression was applied to see the extent to which emotional intelligence and job satisfaction served to explain the variance in job performance. Accordingly, the null hypothesis was framed as under:

Ho 3: The variables emotional intelligence and job satisfaction will not serve to significantly explain the variance in job performance. Both emotional intelligence and job satisfaction entered the regression equation. The adjusted R square value revealed that these two variables accounted for 33% of variance in job performance. Further, the ANOVA results revealed that the model had a good fit as p value is less than 0.05.

Table:4 Regression coefficients of retail sector for woman employee

| Model summary | Variable entered | R square | Adjusted R square | Standard Error Of Estimate | Results |
|--------------------------------|--|----------------|--------------------------------|----------------------------|---------------------------------|
| One | Emotional Intelligence, Job Satisfaction | 0.34 | 0.33 | 12.71 | F-Value =37.68 P- Value=0.00 |
| Regression coefficients | | | | | |
| Model | UN-Standardized Coefficients | | Standardized Coefficients Beta | T -Value | P- Value |
| | B | Standard Error | | | |
| Constant | 8.4 | 7.52 | - | 1.12 | - |
| Emotional Intelligence | 0.09 | 0.02 | 0.31 | 4.37 | 0.00 |
| Job Satisfaction | 0.86 | 0.15 | 0.40 | 5.66 | 0.00 |

The T-test results indicated that these two variables were significant predictors of job performance. As the T value is significant (p value < 0.05), the null hypothesis (Ho 3) is rejected and it is concluded that emotional intelligence and job satisfaction serve to predict the variance in job performance. The regression equation may be framed as: Job Performance = 8.40 + 0.09 (Emotional Intelligence) + 0.86 (Job Satisfaction).

This personality-focused issue has been the subject of significant debate among academics and educators in the behavioral and management sciences. Mwangi, D. (2014) Extensive research conducted in academic and corporate settings has consistently demonstrated the importance of emotional intelligence (EI) as a prominent characteristic of individuals. George, O., Okon, S., & Akaighe, G. (2021). EI entails the capacity to introspectively assess one's emotional states as well as interpret and discern the emotional expressions of others, thereby comprehending the nuances between these emotional manifestations.

CONCLUSION

The investigation into emotional intelligence (EI) as a crucial determinant of individual performance, both in personal and professional realms, reveals profound implications. The study emphasizes that EI extends beyond the traditional parameters of intelligence quotient (IQ) and integrates an individual's emotional acuity into assessing their potential for success. This suggests that emotional intelligence isn't a mere supplement to other intelligence forms, but rather a pivotal competence that can-drastically influence an individual's career trajectory and overall well-being. The undervaluation of emotions in the workspace, as our investigation reveals, is a void in contemporary management science that needs to be redressed. From this research, it is discernible that integrating emotional intelligence within organizational dynamics can lead to increased productivity, trust, and performance on both individual and organizational levels. Thus, promoting a deeper understanding and implementation of EI principles in personal development and leadership training programs can potentially enhance the overall effectiveness of organizations. It is also recommended that future research further explores the multi-faceted impact of EI on organizational outcomes and interpersonal relationships within diverse professional settings.

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