Educational Administration: Theory and Practice
2024, 30(1), 3694-3700
ISSN: 2148-2403
https://kuey.net/

Research Article

A Study On Emotional Intelligence And Its Impact Of Technology Learning On Job Performance

Dr.G.Kalpana[1], Prof. K. E. Deepa[2*], Mr B.Loganathan[3*]

[1](Asst.Prof), Department of B.COM (Marketing Management), Guru Nanak College,Chennai

***Corresponding author:** Prof. K. E. Deepa, Mr B.Loganathan
*(Hod and Asst. Prof, Department of Commerce, Dhanraj Baid Jain College, Chennai)
*(Asst. Prof), Dept of Business Administration Ramakrishna Mission Vivekananda College (Evening), Chennai

Citation: Dr.G.Kalpana , Prof. K. E. Deepa, & Mr B.Loganathan (2024), A Study On Emotional Intelligence And Its Impact Of Technology Learning On Job Performance, Educational Administration: Theory and Practice, 30(1), 3694-3700
Doi: 10.53555/kuey.v30i1.7453

ARTICLE INFO

ABSTRACT

This paper mainly studied about the emotional intelligence and its impact of technology learning on job performance. Only little research related to the influence of emotional intelligence on technology learning. As a result, this research focuses on exploring the impact of both emotional intelligence intrapersonal and interpersonal dimensions on technology learning levels, including the basic, average, advanced, and world-class levels. Technology learning is acquiring new knowledge, behaviours, skills, values, preferences, and understanding, and it may involve synthesising different types of information. That can be retained and used when needed. The need for technology learning stems from the fact that technological knowledge options available to a firm represent a critical factor in shaping the firm's technological strategy in the light of the exploitable opportunities and the technological threats it may face in the future.

Key words: Emotional Intelligence, Interpersonal, intra personal relations, technology learning.

Introduction:

An organisation is a living entity that operates in a constantly changing environment. The internal forces within the organisation are in a state of flux. Therefore, the organisation has to adjust and make changes within itself in response to the changes in the environment. The management of the organisation, therefore, must be able to understand all that is going on within the organisation in order to make the right decisions. Management needs actionable information that is timely and in a form that the decision-makers can use.

In the last few decades, several changes have occurred in the external environment that have had serious and long-term implications for how organizations conduct their business. Technology has helped blur the lines between sales, marketing, and retail.

A quick look at these changes will help you place the value of an information system in the right perspective. You will appreciate that an information system and the entire IT infrastructure is not merely an add-on support but an integral part of the business that helps the managers run the business better. Only little research related to the influence of emotional intelligence on technology learning. As a result, this research focuses on exploring the impact of both emotional intelligence intrapersonal and interpersonal dimensions on technology learning levels, including the basic, average, advanced, and world-class levels.

Technology learning is acquiring new knowledge, behaviours, skills, values, preferences, and understanding, and it may involve synthesising different types of information. That can be retained and used when needed. The need for technology learning stems from the fact that technological knowledge options available to a firm represent a critical factor in shaping the firm's technological strategy in the light of the exploitable opportunities and the technological threats it may face in the future.

1.1 Reviews of literature on Technology Learning Process:

According to Boucher et al. (2003), technology learning process (TLP) is defined as an intentional or an unconscious initiated process of technology scanning, monitoring, and valuation. Consequently, two main phases in TLP literature were noted and Namely the scanning and the monitoring phases. Through effective

technology scanning, firms will not be surprised when new technologies appear. However, they will be able to develop technological awareness. This shows that TLP is used to understand the systematic recognition and the observation of new and/or existing technologies in addition to the evaluation of their significance and potential for the competitiveness of the company. Others agree that the accumulation of technological capability does not only result from experience but also from scanning, monitoring and keeping track of global developments aim to increase the companies' ability to respond to new pressures and opportunities.
According to Dabnoon (2008), TLP is classified into four levels including the basic level, which is the lowest level, along with the average, advanced, and the world-class levels. The latter is considered the highest. The basic level represents poor factors that companies usually concentrate on in order to learn about the market changes and some technological developments such as building external co-operations, participating in some associations, and analyzing several government sources and business literature . The average level is concerned with informal learning methods. This may include establishment of informal discussion networks, availability of internet and intranet, application of technology roadmaps, etc. On the other hand, TLP advanced level is essentially characterized by the need to support R&D department, providing support and commitment of top management, providing training programs, and coordinating between human resource planning and learning strategy.
The TLP world-class level is seen as a relative challenge to be accomplished. This level requires the companies to establish centralised and decentralized units, and to launch projects of limited duration in order to learn about advanced technologies and overall market changes. In addition, collaboration with universities, research institutes, start-ups and leading companies as well as arrangement of innovation workshops are also needed. Both this classification and the items representing each level are adopted in this research –

2. EMOTIONAL INTELLIGENCE

The emotional intelligence (EI) phrase has become popular since the 1990s when John Mayer and Peter Salovey first coined the phrase 'emotional intelligence' According to Anzieu & Martin (1994), emotions were first associated with organizations when early group dynamics theorists including Mayo and Lewin
introduced the concepts of human relations and social change in the workplace and declared their impacts on organizational performance.
Among the leading factors to EI prominence was the shift from a manufacturing to a service sector focus which reveals a greater need for effective interpersonal skills, and engaging minds with hearts. Goleman (1995) believes that IQ contributes around 20 percent to the factors that govern success, while EI accounts for the remaining 80 percent. Therefore, many recommended that EI,
Emotional intelligence has been an interesting topic for a number of authors.
Robbins and Judge (2009) defined EI as the ability to detect and manage emotional cues and information. Goleman (1998) viewed EI as the capacity for recognizing our own feelings and other's for the sake of managing emotions in ourselves and in our relationships. In addition, EI is defined as the ability to understand and trust our own emotions as well as the capacity to read the emotions of others, so that appropriate action can be taken. Reviewing the mentioned definitions leads to conclude that EI is related to understanding our feelings and others' feelings so as to achieve a better guidance in the process of thinking for ourselves and the others and behaving respectively. EI is also discussed as multidimensional concept that encompasses complementary dimensions. For example, Goleman (1995) and Robbins (2007)
listed five dimensions of emotional intelligence including self-awareness, self-regulation (management), self-motivation, empathy, and social skills. Whereas Cook et al., (2004) viewed EI as 'people-focused' and based on two major intrapersonal and interpersonal dimensions that were adopted in this study for their clearness and comprehensiveness. In the following section, some light will be shed on these EI dimensions and their influences on technology learning levels.

2.1 ELEMENTS OF EMOTIONAL INTELLGENCE AND TECHNOLOGY LEVELS:

According to Cook et al. (2004), emotions play the driving force behind all human behavior. Robbins and Judge (2009) argue that people who know their own emotions might be more effective in doing their jobs. Consequently, this increases the importance of understanding EI and its influence on the different aspects of organizational practices such as organizational learning and technology learning in particular.
Basically, EI is based on two major dimensions, which are the intrapersonal and interpersonal dimensions. According to Cook et al., (2004), the intrapersonal dimension focuses on the self, and includes three sub dimensions, namely, self-awareness, self-confidence, and self-discipline. Self-awareness reflects the importance of recognizing one's own feelings, and realizing one's own strengths and weaknesses .
In his study, Goleman (1998) proved that emotional self-awareness is crucial in financial planners' job performance.
Others found that accurate self-assessment was the hallmark of superior performance among several hundred managers from twelve different organizations. From another perspective, a variety of studies declared that self-confidence has a positive impact on performance. For example, Boyatzis (1982) and others

found that among supervisors, managers, and executives; a high degree of self-confidence distinguished the best from the average performers. Similarly based on his analysis of more than 300 top-level executives from fifteen global companies, Spencer (1997) concluded that self-confidence was a factor among the emotional competencies that distinguished stares from the average. According to Cook, Macaula and Coldicott (2004), self-discipline which represents the third sub dimension deals with controlling one's anger as well as managing frustration and impulse effectively. Lusch and Serpkenci (1990) dealt that the most successful store managers were those best able to handle stress in a retail chain?

Research region identified that emotion and learning are closely associated with each other, and that learning success does not only flow from rational capability but also from emotional capability development. In the learning environment as an example, many educators became increasingly aware of the fact that students' emotional intelligence should be incorporated and embraced in the classroom. Elias et al. (1999), also emphasized that emotional well-being is not a positively predictive of academic achievement but also of satisfactory and productive experiences in the world of work. In the business environment,

Cherniss and Adler (2000) discussed that rapid technological change and diverse workforce make emotional intelligence so vital for organizational effectiveness. Sparrow and Knight (2006) concluded that emotional intelligence leads to effective performance. where intrapersonal intelligence is needed for effective self-management, interpersonal intelligence is needed for effective relationship management, and both lead to effective overall performance.

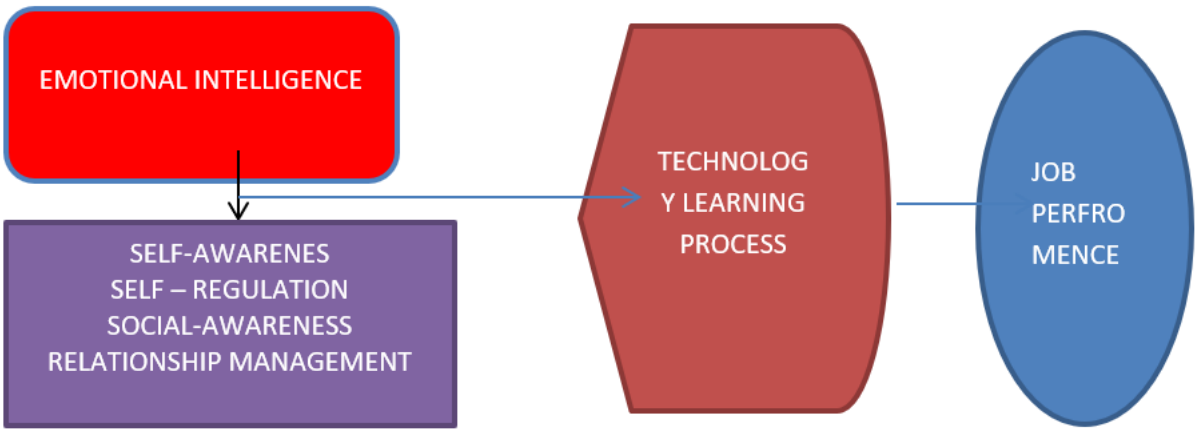
Competency mechanisms. Similarly, others found that employees with high level of emotional intelligence show higher level of readiness to create and innovate than those with lower level of emotional intelligence ability.

3. Objectives:

- **To measure the level of EI and Technology learning among the employees in IT sector.**
- **To know the influence of EI on Job performance among IT employees.**
- **To study the association of demographic factors on EI.**
- **To examine relationship between EI & Technology learning among IT professionals.**

3.1 Conceptual Framework:

A conceptual model of the emotional intelligence and its Impact on Technology learning & job performance.



From the above diagrammatic explanation, it showed Emotional Intelligence as an independent variable, technology learning process as mediator and job performance as the dependent variable. This independent variable further derived into self-awareness, Self – regulation, Social-awareness, Relationship Management. In this section mainly dealt about the emotional intelligence and its technology learning only and remaining things will be in future projects & continue in the upcoming year's.

3.2 Research Design: The descriptive research design was followed in the research with the aim of finding out the Emotional intelligence impact of technology learning and its influences on job performance.

3.3 Sources of Data: The data required for the study is collected from both primary and secondary sources. The primary sources include both print and electronic media.

3.4 Sampling Design:

Information technology professionals in Chennai were the population for the research.

Frame: Emotional Intelligence and its impact on technology learning on job performance in Chennai was the frame for the research.

3.5 Sampling Method:

The primary objective of the study is to understand the factors influencing on Emotional Intelligence and its impact of technology learning on job performance.
In order to get the target sample to participate in the study as well as to get a sufficient respondent rate, this study adopts convenience sampling method.

3.6 Sample Size: The sample size will be the same as the population size in any census, but in a research due to time and cost constraint representative sample can be used. The estimated number of emotional intelligence of IT professionals surveyed was 450.

Total no respondent's attempted -- 450
Total no respondent's rejected ---66
Actual no respondents
----384

3.7 Hypothesis:

As a result, the researcher enumerated the first main hypothesis of this study as follows:
H1: Intrapersonal EI dimensions: self -awareness, self- regulation, and ,social awareness & relationship management positively influence technology learning levels: basic, average, advanced, and world-class level.
Four sub hypotheses can be generated from the previous main hypothesis as follows:
H1a: self - awareness, self -regulation, social awareness and relationship management positively influence the basic level of technology learning.
H1b: Self-awareness, self-regulation, and self-discipline positively influence the average level of technology learning.

The interpersonal dimension of EI focuses on others. It involves a deep understanding of others' emotions, finding ways to motivate them, and maintaining harmonious and effective relationships. This element encompasses three subdimensions, including empathy, optimism, and social responsibility. Empathy competence gives people a perceptive awareness of others' emotions and the ability to read others' needs.
Empathic strategy also distinguished the star sales performers with a higher ability to identify a customer's tacit needs from average ones with lower empathy competence. It also matches the former with products or services. In another study, Pilling and Eroglu (1994) found that skill in empathy correlates with effective sales on large and small retailers. Steele (1997) concluded that empathy competence helps in reading people accurately as well as avoiding resorting to stereotyping that might lead to anxiety and performance deficits. Moreover, empathizing was also crucial to the conflict management skills and to effective win-win negotiation in manufacturer-retailer relationship. Optimism is the ability to look at the brighter side of life. People who are optimistic are usually those with a real sense of passion who are able to share their passions and raise a state of infection that motivates people to be with them A study found that optimism was one of the important emotional intelligence competencies that most successful debt collectors scored higher in . The final sub dimension is social responsibility, which represents the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group [38]. Cook et al. (2004), discussed that people who have strong social responsibility have a focus on others' serious problems, and may gain new perspectives on their own problems either through internal and external inter-organizational collaboration

4. DATA ANALYSIS:

The study deals with the data analysis and discussion on the role of self- management, self-awareness, social awareness, relationship management and its technology learning on job performance.

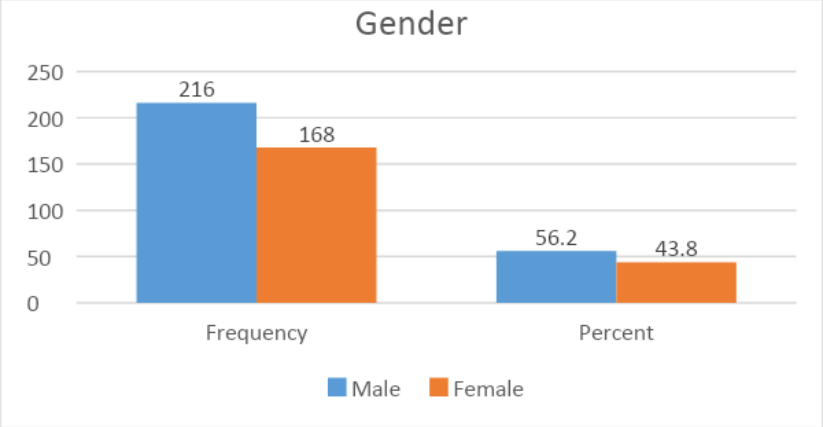
Respondent's Relationship with the Employee

Emotional Intelligence among I.T professionals for designated for the study. Employees have given their information regarding the Emotional Intelligence. Table 4.1 depicts relationship of with Emotional Intelligence and Technoogy learning process.

Table 4.2. Respondent's Relationship with the Employee

Classification	Number of Respondents	Percentage
Male	216	56.2
Female	168	43.8
Total	**384**	**100**

(**Source:** Primary data) 43.8% of the respondents are female employees and 56.2 of them are male employees who participated in the survey.



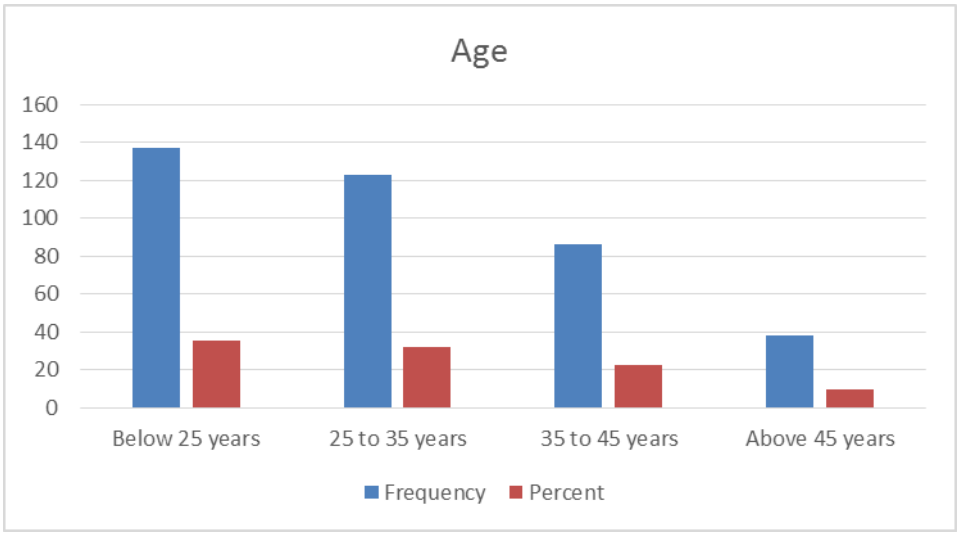
From this above table it shows , there is 43.8% of the respondents are female employees and 56.2 of them are male employees who participated in the survey.

4.2. Age

Emotional Intelligence among I.T professionals for designated for the study. Employees have given their information regarding the Emotional Intelligence. Table 4.2 depicts Employees in the age group of below 25 years to above 45 years.

Classification	Number of Respondents	Percentage
Below 25 years	137	35.7
25 to 35 years	123	32
35 to 45 years	86	22.4
Above 45 years	38	9.9
Total	**384**	**100**

(Source: Primary data)35.7% of the respondent's who are Below 25 years, 32% of the respondents who are25 to 35 years,22.4% of the respondents who are 35 to 45 years and 9.9% of the respondents who are above 45 Years.



(Source: Primary data)
Figure 4.2 Employees in the age group

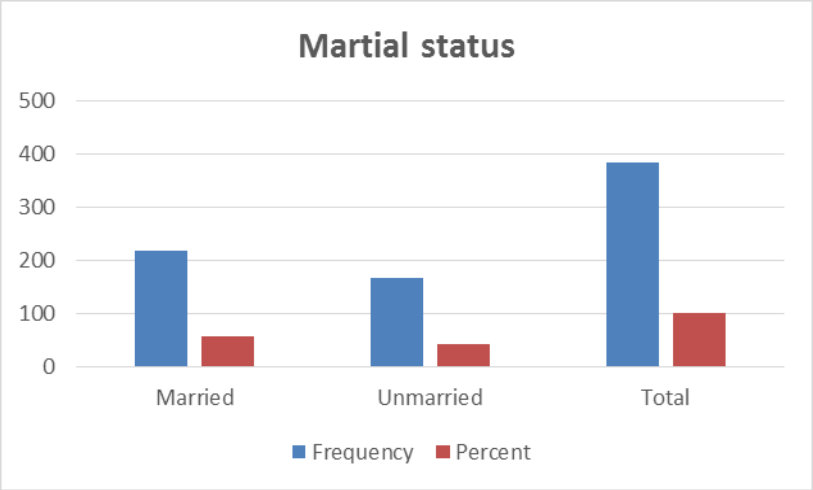
4.3. Martial

Employees have shared their views regarding the gender of the Employees. Table 1.4 depicts the gender Of Employee/ Employees.

Table 4.3 Martial

Classification	Number of Respondents	Percentage
Married	217	56.5
Unmarried	167	43.5
Total	384	100

56.5% of the respondents of the employees were married remaining gender belongs to unmarried.



(Source: Primary data)

384 respondents included CEOs, CIOs, systems analysts, technical support specialists, network administrators, and programmers represent different managerial levels (10% were top management) from ten IT organizations in Chennai participated in this study.

❖ It is found that,43.8% of the respondents are female employees and 56.2 of them are male employees who participated in the survey.

❖ From the data it showed that, 35.7% of the respondent's who are Below 25 years, these age group ready to acquire knowledge about new learning skills.

❖ All participants were asked to complete a questionnaire to assess the main and sub dimensions of their emotional intelligence, and their organizations' technology learning levels within two months period in 2020.

❖ The questionnaire was pre-tested with several respondents in three different organizations. Emotional intelligence construct was measured using Cook et al., (2004) scale that includes 21 items ranging from (1- very low; 5 – very high). The scale is divided into six sections representing the two main dimensions of EI including both intrapersonal and interpersonal dimensions - and their six sub dimensions, which are self-awareness, self-confidence, self-discipline, empathy, optimism, and social responsibility .

❖ Technology learning levels were measured using Dabnoon's scale (2008). This scale encompasses 46 items with anchors ranging from (1- almost never; 5 - almost always) distributed into four areas representing the four levels of technology learning which are the basic, average, advanced, and world-class level.

Conclusion: Finally it's concluded that, employees of it company are very strong in emotional intelligence and its impact of technology learning on job performance. But there are some areas of employees are not good enough in their emotional intelligence. As such organizations are required to concentrate on emotional intelligence as a challenging variable for the sustained of high performance and the development of competitive privilege. Individuals that promote emotional intelligence have success in their career as there is a relationship between success and emotional intelligence skill & its impact of technology learning on job performance for employees in IT companies are very vital in the augmentation of efficiency,

References:

1. Ayiro, An Analysis if emotional intelligence & job performance of principals in selected schools in Kenya,(2009)
2. Bar-on ,R (2010 Emotional Intelligence an integral part of psychology south African journal of Psychology,.

3. Bar-On R (2006) The Bar-On model of emotional social intelligence (ESI)
4. .Pilling and S. Eroglu, "An empirical examination of the impact of salesperson empathy and professionalism and merchandise saleability on retail buyers," Evaluation. Journal of Personal Selling and Sales Management.
5. B. Scott-Ladd and C. C. Chan, "Emotional intelligence and participation in decision-making: strategies for promoting organizational learning and change," Strategic Change.
6. [C. Aditiawan, and Zulkiflimansyah, "The dynamic of technological accumulation at the microeconomic level: a case study," Asia Pacific Management Review,.
7. C. Cherniss and M. Adler, Promoting Emotional Intelligence in Organizations. Alexandria, VA: American Society for Training and Development, 2000.
8. C. Steel, "A threat in the air: How stereotypes shape intellectual identity and performance," American Psychologist.
9. D. Anzieu, and J.-Y. Martin, La dynamique Des Groupes Restreints. Paris: Presses Universitaires de France, 1994.
10. D. Goleman, Emotional Intelligence. New York: Bantam Books, 1995.
11. D. Goleman, Working With Emotional Intelligence. New York: Bantam Books, 1998.
12. D. Goleman, "Leadership that gets results," Harvard Business Review, March-April, 2000.
13. D. Rosete, and J. Ciarrochi, "Emotional intelligence and its relationship to workplace performance," Leadership and Organization Development Journ
14. G., Schuh, M., Hilgers, J., Schröder, and J., Saxler, " Success Factors in Technology Management," Proceeding of 15thInternational conference on management