

# Emotional Intelligence at the Work Place: Exploring Its Effect on Occupational Stress and Organizational Commitment

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## Abstract

Emotional intelligence, an essential factor for success in life and psychological well-being, seem to play a crucial role in shaping the interaction between individuals and their workplace. The study explores the relationship between emotional intelligence and perceived stress in the workplace and health-related consequences in human service workers. This research paper is to understand emotional intelligence in the workplace; there is the number of job duties that individuals are required to perform. They must maintain acceptable terms and relationships with the people around them, including their superiors, colleagues, and subordinates. Academic skills are not enough to succeed in one's job duties, but a person must exercise self-management, self-control, and effective interpersonal relationships that would contribute to achieving the desired goals and objectives. A person with high emotional intelligence shows a positive attitude towards the organization, and emotional intelligence significantly affects organizational commitment, job stress, and job satisfaction.

**Keywords**— Emotional Intelligence, Organisational Stress, Organisational commitment, Job satisfaction

## I. INTRODUCTION

Emotional Intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

One of the human's most important mechanisms is intelligence, which involves adapting to the environment. one part of intelligence appears in interpersonal and social relationships. Essentially emotional phenomenon provides a

unique source of information for individuals about the surrounding environment and searching it. This information forms its following thoughts, acts, and feelings. There is the hypothesis that individuals in perception rate, understanding, and applying this emotional information enjoy different skills, and an emotional intelligence level of a person has a fundamental role in their emotional and intellectual growth and health and guarantees success in life. Emotional intelligence theory provides a new view about predicting influential factors on success and primary prevention of psychical disorders. It is complementary to cognitive sciences, nerve sciences, and emotional intelligence capabilities for emotional autonomy and skill fully plans of relationships are essential.

Emotional Intelligence (EI) has become the major rationale for employee effectiveness and organizational growth. Employee functionality is determined by self-awareness, self-

regulation, motivation, social awareness, and social skills, which are the primary factors determining employee emotional intelligence. Awareness about self, molded with strict self-discipline and higher levels of motivation along with the awareness about environment, people, and culture and skills to better manage social relations can redeem constructive, committed, and effective employees for better organizational roles and performances. The present study introspects the relationship of EI with Organizational Commitment, Work Motivation, Self-Efficacy, and Organizational Effectiveness disposed of by an employee.

Emotional intelligence is the ability to understand and manage our own and others' behavior. People with high emotional intelligence are more balanced and stable than those with lower levels

of EI. When we talk of HRM, it's managing the human force in an organization. Stress refers to the dynamic state caused by the physical, psychological, and social demands that an individual perceives as threatening and exceeding their coping resources.

The faculties are responsible for imparting education and guidance to students and research development in their respective fields to enrich the quality of teaching and research. Faculties behavior with EI in an organization is significant for success in their profession and life. A good faculty needs an understanding of individual and group motivation and behavior to create a good learning environment that encourages positive social interaction. Some researchers suggest that emotional intelligence can be learned, while others claim it is an inborn characteristic. In the pursuit of this goal, faculties play a significant role. Most educators, especially from the 21<sup>st</sup> century onwards, lay stress on the social aspects of education and the academic areas. Emotional intelligence predicts success in all walks of life; hence, it has gained supreme importance in all fields.

Essentially emotional phenomenon provides a unique source of information for individuals about the nearby environment and searching it. This information forms its following thoughts,

acts, and feelings. The hypothesis is that individuals in perception rate, understanding, and applying this emotional information enjoy different skills and an emotional intelligence level.

The present study explores the relationship between EI and occupational stress and its consequences on organizational commitment in a sample of faculties. Moreover, we will explore the relationship between EI, occupational stress, and various demographic variables such as gender, age, and education to investigate these variables' impact within this context.

## II. REVIEW OF LITERATURE:

Arvind Hans et al. (2013) conducted a study on emotional intelligence among teachers: A case study of private educational institutions in Muscat. The study found that the teachers of private educational institutions have a high level of Emotional Intelligence. Mondal, N.K., Paul, P.K, and Bandyopadhyay. A (2012) analyzed the nature and extent of emotional intelligence among secondary-level school teachers of Burdwan district in West Bengal (India). 300 teachers in urban and rural areas encompassing different gender, ages,

Teaching experience, qualification, and training were taken for the study. The results revealed that few demographic factors positively impacted the teacher's emotional intelligence level, while some were insignificant. Zahar Abdolvahabi et al. (2012) found the relationship between emotional intelligence and job self-efficacy in research courses among 200 Tehran physical education teachers. Bar-On, Emotional, and Self efficacy job questionnaires were used to evaluate the teacher's attitudes. The results demonstrated a significant relationship between emotional awareness, empathy, and self-efficacy. Finally, Kauts A & Saroj R (2012) studied 600 secondary schools to identify the relationship between emotional intelligence, teacher effectiveness, and occupational stress. The result indicated that teachers with high emotional intelligence have less occupational stress and more effectiveness.

In contrast, teachers with low emotional intelligence had more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to help reduce teachers' occupational stress and enhance their teaching effectiveness. Kirshnamurthy and Varalakshmi (2011) studied the emotional intelligence of employees working in an educational institution. A sample size of 200 teaching and non-teaching staff was taken for study based on demographic factors. Questionnaires were designed in five segments: personal information, adaptability, assertiveness, emotional management, self-esteem, and respondents' relationship. The result revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee. Mahmoudi (2011) found the effect of emotional intelligence among 300 studying in five B. ED colleges of Yasouj district in Kohgiluyeh. A descriptive analysis, t-test, and F test were used to conclude the emotional intelligence among the B.Ed. Teacher trainees were normal. Edannur (2010) assessed the emotional intelligence level of teachers and educators of the Barak Valley region in the Indian state of Assam (India). The result showed that the group under study possessed average emotional intelligence. Furthermore, the gender and locality of the teacher educators did not have any differential

influence on their emotional intelligence. Alias (2005) studied the demands of the modern-day workplace coupled with globalization that has dramatically affected the need for employee training, particularly in sturdier emotional intelligence and mental agility. Employees dealing with work-related stress, lack of creativity, and motivation lead to a lower performance for organizations.

### III.METHODS:

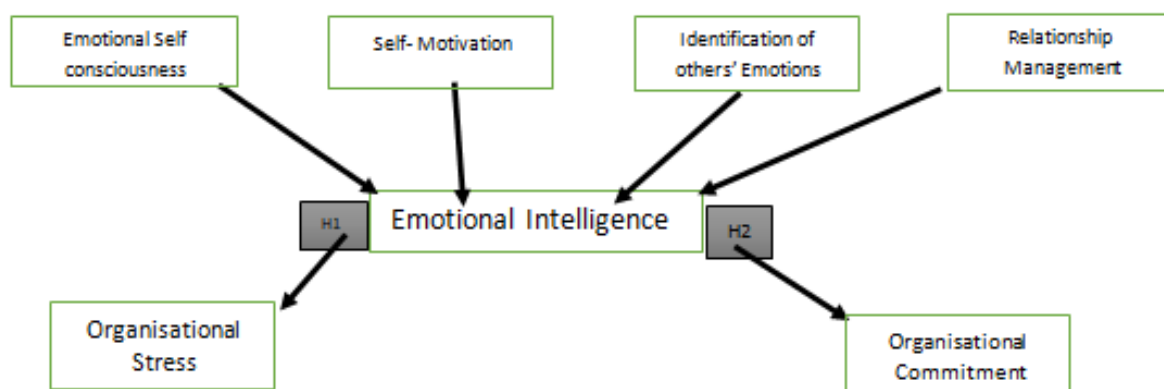
#### ❖ The hypothesis of the study:

H<sub>0</sub>: There is no significant relation between EI and organizational stress. H<sub>1</sub>: There is a significant relation between EI and organizational stress.

H<sub>0</sub>: There is no significant relation between EI and organizational commitment. H<sub>1</sub>: There is a significant relation between EI and organizational commitment.

The researcher has selected a Qualitative research design and Convenience sampling technique adopted for the study. The researcher has collected 30 samples. The researcher has used primary and secondary data in the study. The researcher has collected the Primary data with the help of a Questionnaire, and secondary data has been collected from secondary data sources, like Different articles, Journals, Books, and web links. The researcher has applied the ANOVA test for the analysis of data.

#### Research Model:



#### IV. DATA ANALYSIS AND INTERPRETATION:

Sample	Category	%
<b>Gender</b>	Male	<b>79%</b>
	Female	<b>21%</b>
<b>Age</b>	Less than 30 years	<b>45%</b>
	30 years -40 years	<b>35%</b>
	40 years -50 years	<b>11%</b>
	More than 50 years	<b>9%</b>
<b>Marital Status</b>	Unmarried	<b>49%</b>
	Married	<b>38%</b>
	Divorced	<b>12%</b>
	Widow	<b>1%</b>
<b>Education</b>	Post-Graduation	<b>57%</b>
	PhD	<b>13%</b>
	Others	<b>30%</b>
<b>Job Position</b>	Senior level	<b>12%</b>
	Middle level	<b>76%</b>
	Others	<b>12%</b>
<b>Employment Tenure</b>	Less than 5 years	<b>54%</b>
	5 years - 10 years	<b>32%</b>
	Ten years - 20 years	<b>11%</b>
	More than 20 years	<b>3%</b>
<b>Income</b>	<b>Less than 5 Lakh</b>	<b>76%</b>
	<b>5 Lakh- 10Lakh</b>	<b>23%</b>
	<b>More than 10 Lakh</b>	<b>1%</b>

#### **Analysis:**

The above table highlights male respondents in this survey were 79%, the highest male percentage, whereas female respondents were 21%, of which 49% were single and the remaining 38% were married. Respondents between 26-30 years were 45%, between 31-40 years respondents were 35%- and 40-50-years respondents, 11% were more than 50 years 9%. Regarding their qualification, 57% of respondents were master's degree holders, 13% of the respondents were Ph.D., and the remaining 30% were other education qualifications. Furthermore, 54% of the respondents had work experience from 0-5 years which was the highest percentage regarding their work experience, 32% of the respondents had work experience between 6-10 years, 11% of the respondents had experienced between 10-20 years and remaining 3%

respondents were having work experience of above 20 years.

Dimensions	N	Mean	SD
<b>EI</b>	30	23.45	<b>15.16</b>
<b>OS</b>	30	16.63	<b>20.17</b>
<b>OC</b>	30	34.56	<b>23.18</b>
<b>JP</b>	<b>30</b>	<b>87.14</b>	<b>12.16</b>

#### **Analysis:**

The above table no. 2 shows that the mean and standard deviation of the independent variables (predictor variables) are described as emotional intelligence ( $\mu = 23.45$ ,  $Sd = 15.16$ ), Organizational stress ( $\mu = 16.63$ ,  $Sd = 20.17$ ), Organizational commitment ( $\mu = 34.56$ ,  $Sd = 23.18$ ), Job performance ( $\mu = 87.14$ ,  $Sd = 12.16$ ).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.777 <sup>a</sup>	.604	.395	.712	.604	2.895	10	19	.022

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.671	10	1.467	2.895	.022 <sup>b</sup>
	Residual	9.629	19	0.507		
	<b>Total</b>	<b>24.3</b>	<b>29</b>			

**Analysis:**

Additionally, a series of one-way ANOVA was conducted to examine whether professional specialization affects their EI and organizational stress levels. In terms of EI, it

was found that job type affects overall EI (F-2.895). P-value is < 0.05. Thus, we failed to accept Ho. There is a significant relation between EI and organizational stress.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.399 <sup>a</sup>	.159	.129	.722	.159	5.290	1	28	.029

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.76	1	2.76	5.29	.029 <sup>b</sup>
	Residual	14.607	28	0.522		
	<b>Total</b>	<b>17.367</b>	<b>29</b>			

**Analysis:**

Additionally, a series of one-way ANOVA was conducted to investigate whether professional specialization affects their EI and organizational commitment levels. In terms of EI, it was found that job type affects overall EI (F-5.290). P-value is < 0.05. Thus, we failed to accept Ho. There is a significant relation between EI and organizational commitment.

**V. SUMMARY OF HYPOTHESIS:**

Sr. No.	Hypothesis	Significance Value	Decision
1	Emotional Intelligence Organisational Stress	0.022	H1 is accepted
2	Emotional Intelligence Organisational Commitment	0.029	H1 is accepted

**VI. CONCLUSION**

The result of the present study indicated that the relationship between EI, occupational stress, and organizational commitment was in the expected direction. There is a strong correlation between emotional intelligence and occupational stress. The researcher found from the questionnaire that most people know that people can control their emotions, and they know very well when they have to share their problems with others. People handle stressful situations optimistically but can't feel that upper management is the reason for the stress. Moreover, the relationship between EI and occupational stress may also be examined under the frame of various human resources practices. Subsequently, emotional intelligence is an essential factor in increasing organizational commitment. It should be considered when attracting and recruiting employees and developing them through management development programs. It was found that job satisfaction is a mediator between emotional intelligence and organizational commitment. So, it could be concluded that there is a strong correlation between emotional intelligence and stress. And there should be proper training for employees to develop their emotional intelligence. Emotional competence is the single most important personal quality we must develop and access to experience a breakthrough.

#### VII. LIMITATIONS:

A limitation of the current study is that time is the primary constraint of the research as the researcher has less time. The population or experimental group was small. Only 30 employees were evaluated for the study. The duration of research work was not enough to make our conclusion on such a vast subject. Most of the employees were hesitant to give frank opinions and answers. The limitations of the Primary data are also affecting the present study.

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