

Original Article

Impact Of Emotional Intelligence on Employee Engagement at Workplace

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Abstract: Emotional intelligence has gained popularity among educators, counselors, and corporate executives due to its significance in the workplace. Conflict resolution and accurate self-evaluation are just two instances of significant emotional intelligence impacts in businesses that can result in improved organizational success. As a result, the goal of this research is to give a complete literature analysis on the rise of emotional intelligence in the workplace, as well as to examine key metrics of emotional intelligence based on relevant literature. This research used primary data quantitative analysis for data collected through questionnaire in private business organization. Analyzed results detected some deviations and suggested some improvements in workplace in order to enhance emotional intelligence and reduce conflict between employees.

Keywords: Emotional Intelligence, Communication, Conflict Resolution.

I. INTRODUCTION

Negligence, evasion, irrationality, denial, weakness, and the inability to regulate oneself have all historically been seen as emotional themes in organizational life (Eriksson, 2004; Turnbull, 1999; Fineman, 1993). Organizational academics have recently begun to favorably influence the role of emotions in the workplace (Fineman, 1997; Domagalski, 1999; Turnbull 1999; Fisher & Ashkanasy, 2000; Brief and Weiss, 2002; Jordan and Troth, 2002). Emotional presumption (Fineman, 1993) and the “texture” of organization (Fineman, 1993) both influence how people think and feel at work (Brief & Weiss, 2002). Good organizations are ones that control, develop, or eliminate emotions. Although emotions are seen as unrelated to work-related tasks, they can hinder efficient performance (Fineman, 1996).

II. PROBLEM STATEMENT

Recently a lot of miscommunication, conflicts and poor engagement were detected in the investigated workplace; management received some complaints regarding customer relations management and front line employee’s attitude.

III. OBJECTIVE

The objective of this research is to highlight emotional intelligence level at a private business organization and its impact on employee engagement; it will provide a guideline to improve practices & behaviors of employees which have a direct impact on organization’s performance.

IV. RESEARCH QUESTIONS

What is the current emotional intelligence level? Is there a relationship between emotional intelligence & employee engagement? How to improve practices & behaviors of employees?

A) Hypotheses

Ho: Emotional Intelligence has no impact on employee engagement at significance of (0=0.05)

Ho1: Ability to read other individuals’ feelings, behaviors has no impact on employee engagement at significance of (0=0.05)

Ho2: Ability to receive / give criticism from others without taking it personally has no impact on employee engagement at significance of (0=0.05)

Ho3: Ability to control self emotions & behavior after experiencing fear or anger emotions has no impact on employee engagement at significance of (0=0.05)

V. LITERATURE REVIEW

Many studies on emotion in the workplace have concluded that organizations are “emotional spaces” (Armstrong, 2000), “emotional incubators” (Muchinsky, 2000), or “emotional arenas” (Fineman, 2000), and that they always create doubt and turmoil (French, 2001). That is to say, few studies have focused on how emotions are experienced in the workplace (Pekrun & Frese, 1992), which includes psychic pressure and stress in the workplace (Fineman, 2000). Because emotions and feelings are



at the heart of the human experiment (Muchinsky, 2000), the “organization” of work revolves around what people do with their feelings (Fineman, 1993).

Work impact is a crucial component of job performance (Kafetsios & Zampetakis, 2008). Muchinsky (2000) asserted that emotions vary greatly, ranging from the most unpleasant bad experiences to the enjoyable experiences of our lives that are positive. Affective or emotional studies in the workplace that produce cognition represent an individual’s behavior related to their employment (Weiss & Cropanzano, 1996). While businesses can influence people’s thoughts, feelings, and behaviors, Brief and Weiss (2002) suggested that individuals’ opinions, emotions, and actions can also be influenced by enterprises.

The present focus on “emotional intelligence” has raised the question of whether it is possible to enhance employees’ social and emotional competency. Research in behavior modification, sports psychology, and training and development suggests that it is possible, but the typical strategy used in corporate training programs is usually incorrect. Different from cognitive and technical learning, social and emotional learning calls for a different approach to training and development.

Many corporate executives realized that personal qualities like perseverance, self-control, and interpersonal skills greatly influenced performance when the book Emotional Intelligence was first released in 1995. “Super salespeople” were described as having an amazing capacity to understand what was most essential to consumers and to build a trusting relationship with them. They may mention customer service agents who were excellent at soothing angry customers and encouraging them to be more reasonable in their grievances regarding the good or service.

They might also cite intelligent managers who were technically proficient but unable to cope with stress or bright executives who were excellent at everything but getting along with others whose careers were halted because of these shortcomings. The importance of these “emotionally intelligent” employees to a company’s success was recognized by business leaders.

VI. METHODOLOGY

This research relied on analyzing data using a quantitative approach. Primary data was used. The questionnaire was distributed to respondents to collect primary data. SPSS was the program used to analyze the collected data.

A) Data Collection

In May 2022, a questionnaire related to emotional intelligence was conducted by distributing a survey to 20 employees in a private business firm; to encourage employees to disclose their opinions freely, the questionnaire was an anonymous survey as employees were asked to choose the best answers that describe their emotional reaction to certain situations without revealing their names.

B) Population of the Study

Questionnaires were distributed to 20 employees in a private business firm.

Table 1. Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	0.0
	Total	20	100.0
a. Listwise deletion based on all variables in the procedure.			

C) Reliability of the Research

Table 2. Cronbach Alpha	
Reliability Statistics	
Cronbach’s Alpha	N of Items
.820	11

The reliability analysis shows that the value is (0.82), which is (> 0.7). This indicates a positive scale reliability.

D) Questionnaire

The questionnaire focused on the following aspects:

1. Are you able to read other individuals’ feelings behaviors?
2. Are you able to look beyond the behavior to recognize hidden motivations or agendas?
3. Are you able to receive criticism from others without taking it personally?
4. Are you able to give criticism without making it personal?
5. When you experience strong emotions (fear or anger):

- Do you behave and speak appropriately?
- Are you able to stay on task?
- Are you able to “have a good rest of the day”?
- Are you able to separate the cause of the emotion (another person) from the emotion?
- Do you later reflect on the situation that leads to the emotion?
- Are you able to grow and learn from the experience?

VII. DATA ANALYSIS

A) Statistical Analysis

a. Multiple linear regression was conducted to test the following hypotheses:

Ho: Emotional Intelligence has no impact on employee engagement at the significance of (0=0.05)

Ho1: Ability to read other individuals’ feelings behaviors has no impact on employee engagement at a significance of (0=0.05)

Ho2: Ability to receive or give criticism from others without taking it personally has no impact on employee engagement at significance of (0=0.05)

Ho3: Ability to control self emotions and behavior after experiencing fear or anger emotions has no impact on employee engagement at significance of (0=0.05)

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919 ^a	.845	.816	.463
a. Predictors: (Constant), Ability_to_control_seld_after_strong_emotions, Ability_to_receive_give_criticism, Ability_to_read_others_emotions				

Table 4. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.766	3	6.255	29.149	.000 ^b
	Residual	3.434	16	.215		
	Total	22.200	19			
a. Dependent Variable: S12						
b. Predictors: (Constant), Ability_to_control_seld_after_strong_emotions, Ability_to_receive_give_criticism, Ability_to_read_others_emotions						

Table 5. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.071	.539		-.132	.897
	Ability_to_read_others_emotions	1.725	.252	1.128	6.849	.000
	Ability_to_receive_give_criticism	-.338	.162	-.294	-2.082	.054
	Ability_to_control_seld_after_strong_emotions	-.066	.273	-.034	-.243	.811
a. Dependent Variable: S12						

b. A simple linear regression was conducted to test the following hypotheses:

Ho1: Ability to read other individuals’ feelings, behaviors has no impact on employee engagement at significance of (0=0.05)

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.895 ^a	.801	.790	.495
a. Predictors: (Constant), Ability_to_read_others_emotions				

Table 7. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.789	1	17.789	72.601	.000 ^b
	Residual	4.411	18	.245		
	Total	22.200	19			
a. Dependent Variable: S12						
b. Predictors: (Constant), Ability_to_read_others_emotions						

VIII. RESULTS ANALYSIS & DISCUSSION

From the above tables:

- There is a strong positive correlation between Emotional Intelligence and employee engagement as $R=0.919$ and $R\text{ square} = 0.845$ (close to 1.00) (Table 3)
- The model is significant ($F=29.149$, $\alpha\text{-value} = <0.05$) (Table 4), so we reject the null hypothesis
- Sum of squares for regression is higher than the residual (Table 4); this indicates that the model succeeded in explaining the majority of variables.
- There is a strong positive correlation between the ability to read others' emotions and feelings and employee engagement as $R=.895$ and $R\text{ square} = 0.801$ (close to 1.00) (Table 6)
- The model is significant ($F=72.601$, $\alpha\text{-value} = <0.05$) (Table 7), so we reject the null hypothesis H_{o1} .
- Sum of squares for regression is higher than the residual (Table 7); this indicates that the model succeeded in explaining the majority of variables.
- There is no relationship between the ability to receive/give criticism from others without taking it personally and employee engagement as $\alpha\text{-value} 0.054$, > 0.05
- (Table 5) so we accept the null hypothesis H_{o2} .
- There is no relationship between the ability to control self-emotions and behavior after experiencing fear or anger emotions and employee engagement as $\alpha\text{-value} 0.0811$, > 0.05 (Table 5), so we accept the null hypothesis H_{o3} .

IX. CONCLUSION

This research aims to study the impact of emotional intelligence on employee engagement at a private business firm. The research tested four hypotheses to measure each aspect separately.

There is a strong positive correlation between emotional intelligence and employee engagement. The model is significant as $\alpha\text{-value} = <0.05$. The main null hypothesis was rejected.

Results indicated a strong positive correlation between the ability to read other individuals' feelings, behaviors and employee engagement as $\alpha\text{-value} = <0.05$, so we reject the null hypothesis H_{o1} .

However, results showed no relationship between the ability to receive/give criticism from others without taking it personally and the ability to control self-emotions and behavior after experiencing fear or anger emotions and employee engagement levels as $\alpha\text{-value} > 0.05$. Hence, we accept the null hypothesis H_{o2} & H_{o3} .

The results indicate that the model explained 91.9% of the variables.

X. RECOMMENDATIONS

At the end of this research, below are some recommended tips that help increase employee engagement by enhancing emotional intelligence in order to get maximum productivity:

1. Get to know the people you work with.
2. Have "member checks" at the beginning of meetings.
3. Recognize inappropriate behaviors occur for a reason. Ask questions and listen.
4. Tell coworkers what you are thinking and feeling.
5. When making a group decision, check for consensus.
6. Ask coworkers who did not share an opinion for their opinion.
7. Be concerned that all voices may not have been heard in quick decisions.
8. Play the devil's advocate.
9. Set ground rules for teams and use them to redirect inappropriate behavior.
10. Be supportive of coworkers and be willing to help out.
11. Let coworkers know they are valuable.
12. Respect coworkers.

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