



A STUDY ON IMPACT OF EMOTIONAL INTELLIGENCE TOWARDS EMPLOYEE'S WORK ATTITUDE AT HOSPITALS IN TRICHY

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ABSTRACT:

Emotional Intelligence is that the capability to bear in mind of, control, and categorical one's emotions, and to handle social relationships judiciously and sympathetically. This study investigates the linkage between emotional intelligence and work attitude among the hospital staff in Trichy district. The literature review disclosed that showing emotion intelligent folks have Associate in nursing awareness of things bearing on themselves and on the far side their own personal views. They exhibit a positive perspective and self esteem. This study was conducted to look at the extent to that, emotional intelligence contribute the work perspective of staff at hospitals in Trichy district. The sample comprised of one hundred twenty respondents of each government and personal hospitals in Trichy. A structured form was administered among the respondents. Correlation statistics disclosed that the scale of emotional intelligence (Emotional recognition, Emotional facilitation, and Emotional regulation) were associated considerably and completely with work attitude. The finding of the study shows that there's a big relation between emotional intelligence and work attitude. The findings conjointly disclosed that emotional recognition contains a highest impact on work perspective, emotional facilitation contains a moderate impact and emotional regulation has lowest impact on work attitude of staff.

KEY WORDS: - Emotional intelligence, Work attitude, Hospital employees.

INTRODUCTION

Emotional intelligence is 'the ability to understand emotions, to access and generate emotions therefore on assist thought, to know emotions and emotional data, and to reflectively regulate emotions therefore on promote emotional and intellectual growth' (Mayer & Salovey, 1997). In different words, emotional intelligence faucets into the extent to that people's psychological feature capabilities square measure hip by emotions and also the extent to that emotions square measure cognitively managed. Emotional Intelligence entails not simply having the ability to manage one's own feelings, however conjointly having the ability to manage the moods and emotions of others.

Research studies on emotions in hospital sectors revealed that emotions play a critical part in defining a person- that is who he is, what he want to achieve and his effectiveness in managing his routes to success. Every word a person say , every decision he make and every action he take will have some kind of emotional impact and this impact could be both on himself and other people. The emotional response may be positive or negative, pleased, sad, strong or weak, supportive or disgust. Knowing when to follow our own and others' feelings and emotions, and when to ignore them, is a valuable attribute.

Emotional intelligence refers to a collection of competencies, that direct and management one's feeling towards work and performance at work. The set of competencies is ability of a private being to

regulate and manage his or her mood and impulses that contribute to better of situational outcomes (M Dileep Kumar 2006). Emotionally intelligent person engages in several feeling regulation in both self and others. This observation makes it doable for the individual to strategically manage feeling in self and others to provide the required outcome during a given scenario. The one who will differentiate emotions will deal with them a lot of effectively (Barret & Gross 2001).

Attitudes are critical statements either favorable or unfavorable regarding objects, people, or events. They replicate however one feels regarding one thing. Individuals at work essentially need satisfaction; the sensation that they're contributive absolutely to the geographic point. The perspective determines however well individuals do employment. Ashkanasy and Hooper (1999) utilized the proposition that affection commitment towards people could be a necessary element of social interaction and argued that the showing of positive emotions is related to a high chance of success at work.

The present study investigates the linkage between emotional intelligence and work angle of workers in hospitals in Trichy district. The literature review discovered that showing emotion intelligent folks have associate degree awareness of things touching on themselves and on the far side their own views. They exhibit a positive angle and confidence. This may facilitate folks to acknowledge a helpful chance, make the most of associate degree encouraging event that generates a lot of possibilities to embrace new experiences.

LITERATURE REVIEW

Emotional intelligence has its roots in studies of "social intelligence" in 1920 by Thorndike. Thorndike (1920:228) firstly defined social intelligence as "the ability to understand and manage men and women, boys and girls -- to act wisely in human relations." Thorndike includes Interpersonal and Intrapersonal intelligence in his social intelligence theory. Following Thorndike, Gardner (1983) included social intelligence as one of the seven intelligence domains in his theory of multiple intelligences. According to Gardner, social intelligence is comprised of a person's interpersonal and intrapersonal intelligences. Intrapersonal intelligence relates to one's intelligence in dealing with oneself, and is the ability to "symbolize complex and highly differentiated sets of feelings."

In contrast, interpersonal intelligence relates to one's intelligence in dealing with others and is the ability to "notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions".

Psychologists, Salovey and Mayer, first formally identified the term "Emotional Intelligence - EI" in 1990. Salovey and Mayer (1990:189) defined EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Goleman (1995) adopted Salovey and Mayer's definition, and proposed that EI involves abilities that can be categorized as self-awareness, managing emotions, motivating oneself, empathy, and handling relationships.

Goleman has printed best-sellers on emotional intelligence (1996,1998). He advised that emotional intelligence consists of awareness, self-management, social awareness and social management (1998). Hence, emotional intelligence permits people to not solely acknowledge their own emotions in and outdoors of strictly intellectual things, however conjointly to acknowledge the emotions of others. As folks perceive their emotions and people of others, they're then able to higher management and regulate those emotions.

Zeidner, Matthews and Roberts (2004) declared that emotional intelligence "designates the potential to become accomplished at learning sure emotional responses ... which will verify a personality's potential for learning sensible job-related emotional and social skills" (p. 377). The power to showing emotion gauge oneself and one's coworkers fosters the required social skills to achieve knowledgeable context.

Emotional intelligence helps produce a positive sense of well-being and thereby Inc Goleman, Boyatzis and McKee (2002) stressed that leaders ought to lead with emotional intelligence. In their National

bestseller, Primal Leadership, they targeted on 2 ability of emotional intelligence: personal ability and social ability.

Emotional intelligence plays an outsized role in shaping people. Goleman (1998) and (1999) explained that emotional intelligence creates passion, confidence, friendliness, motivation, pride, and energy in people. The power to transmit these same emotions to others offers showing emotion intelligent individuals blessings over others in social and structure contexts. Zeidner, Matthews and Roberts claimed that folks of upper emotional intelligence succeed at communication their goals, ideas, and intentions in additional attention-grabbing and assertive manners. They instructed that emotional intelligence is said to the social skills necessary for cooperation. Together, these talents contribute to a satisfying personal and vocation eased performance outcomes (Druskat, Sala& Mount, 2006).

Emotions will influence thought processes by promoting totally different informatics ways (Forges, 1995; Schwarz, 1990). For instance, positive emotions tend to market heuristic process (Schwarz, 1990) and will be helpful for artistic tasks (Isen et al., 1987) and remembering tasks (Gray, 2004), whereas negative emotions promote deeper process (Bless et al.,1990; Schwarz, 1990) and higher abstraction task performance (Gray, 2004). Abrams (1997) "Managing your emotions" Feeling doesn't mean dramatizing, it merely means that feeling. By doing thus, you may develop a lot of positive and welcoming angle, keep healthier and happier, and improve each one of your relationships, as well as the foremost vital, the one with yourself.

Emotions have a purpose. If positive emotions help a person to thrive, negative emotions can also help a person to survive. Emotions can be useful in terms of directing attention to pressing concerns and signaling what should be the focus of attention (Frigda, 1988; George & Brief, 1996). Emotions can be used in choosing among options and making decisions; being able to anticipate how one would feel if certain events took place can help decision makers choose among multiple options (Damasio,1994). Emotions can be used to facilitate certain kinds of cognitive processes. As mentioned earlier, positive moods can facilitate creativity, integrative thinking, and inductive reasoning, and negative moods can facilitate attention to detail, detection of errors and problems, and careful information processing (Isen et al., 1985, 1987; Salovey et al., 1993; Sinclair & Mark, 1992). Finally, shifts in emotions can lead to more flexible planning, the generation of multiple alternatives, and a broadened perspective on problems (Mayer, 1986; Salovey & Mayer, 1989–90). When people are in positive moods, for example, they tend to be more optimistic and perceive that positive events are more likely and negative events are less likely; when people are in negative moods they tend to be more pessimistic and perceive that positive events are less likely and negative events are more likely (Bower, 1981; Salovey & Birnbaum, 1989). People in positive moods also tend to have heightened perceptions of their future success and self-efficacy (Forgas et al., 1990; Kavanagh & Bower, 1985). By evaluating the same opportunities and problems in varying mood states, a broad range of options will be brought to mind and considered. Emotional intelligence entails using emotions for these purposes.

All these pioneering definitions lead to conclude that EI is important in shaping one's personality, behavior, attitude, style, and abilities.

RESEARCH METHODOLOGY

OBJECTIVE OF THE STUDY

1. To study the relationship between emotional intelligence and work attitude of employees in hospitals.
2. To study the impact of emotional intelligence on work attitude.

RESEARCH METHODS

The sample was 120 employees from various government and private hospitals. The data was collected through questionnaire.

HYPOTHESIS

H0: Emotional intelligence does not have an impact on work attitude.

H1: Emotional intelligence has an impact on work attitude.

RESEARCH DESIGN

The research methodology adopted for this study was "Descriptive Research". A research was carried out to find the relationship and impact of emotional intelligence on work attitude which includes job satisfaction, job involvement, organizational commitment and work and family conflict of the hospital employees.

QUESTIONNAIRE

The questionnaire used for this study consists of three sections. Section A was intended to collect the demographic data of the respondents. Section B and C consist of statements related to emotional intelligence and work attitude factors. A five point Likert scale was used to record the response. The study compared the effect of emotional intelligence on work attitude of hospital employees. Thirty three close ended items have been used to measure EI variable and Work attitude variable. Cronbach's alpha revealed that overall reliability of this variable is 0.722.

SAMPLING TECHNIQUE

Since the population is unpredictable, Convenience sampling technique was adopted in this study.

TOOLS

- SPSS 21 Statistics
- To find out the relationship between the variables of the study, Pearson's correlation analysis, and Regression analysis were used.

DATA ANALYSIS AND INTERPRETATION

Correlations

		Work attitude	Emotional recognition
Work attitude	Pearson Correlation	1	.416**
	Sig. (2-tailed)		.000
	N	70	70
Emotional recognition	Pearson Correlation	.416**	1
	Sig. (2-tailed)	.000	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation: The value of the Pearson correlation coefficient is .416. So there is a low degree of correlation between the two variables emotional recognition and work attitude.

Correlations

		Work attitude	Emotional facilitation
Work attitude	Pearson Correlation	1	.687**
	Sig. (2-tailed)		.001
	N	70	70

Emotional facilitation	Pearson Correlation	.687**	1
	Sig. (2-tailed)	.001	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation: The value of the Pearson correlation coefficient is .687. So there is a moderate degree of correlation between the two variables emotional regulation and work attitude.

Correlations

		Work attitude	Emotional regulation
Work attitude	Pearson Correlation	1	.783**
	Sig. (2-tailed)		.001
	N	70	70
Emotional regulation	Pearson Correlation	.783**	1
	Sig. (2-tailed)	.001	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation: The value of the Pearson correlation coefficient is .783. So there is a high degree of correlation between the two variables emotional regulation and work attitude.

Regression:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842 ^a	.708	.699	.229934

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.446	3	6.821	77.684	.000 ^b
	Residual	8.436	96	.088		
	Total	28.916	99			

a. Dependent Variable: work attitude

b. Predictors: (Constant), emotional regulation, emotional recognition, emotional facilitation.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.086	.242		.354	.724
	Emotional recognition	.129	.063	.121	2.046	.044
	Emotional facilitation	.308	.066	.323	4.670	.000
	Emotional regulation	.490	.063	.553	7.787	.000

a. Dependent Variable: work attitude

Interpretation: The value of r square is .708. This implies that our research represents 70.8% of the model. The value for beta of emotional intelligence is .129 which implies that 1% increase in dependent variable emotional recognition leads to 12.9% change in dependent variable i.e work attitude, 1% change in emotional facilitation leads to 30.8% change in work attitude, and 1% change in emotional regulation leads to 49% change in work attitude.

CONCLUSION:

Through this study we have tried to find whether emotional intelligence has an impact on work attitude. We found that there is an impact of emotional intelligence on work attitude. There is a positive relationship between EI and work attitude. We further analyzed that among the three variables of emotional intelligence, emotional regulation has the highest impact on work attitude, emotional regulation has the lowest impact on work attitude and emotional facilitation has moderate impact on work attitude.

RECOMMENDATIONS:

It is recommended that the organization should include some programs in order to enhance emotional intelligence based on their job satisfaction, job involvement, organizational commitment and work and family conflict. Such programs will assist them in developing a better management of their work. Emotional intelligence seminars, trainings, education programs should provide employees to increase their understanding and knowledge of emotional intelligence. These programs must be employed to teach about how to control, recognize, and facilitate their emotions and their job.

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