

# A Study on Emotional Intelligence and its Impact on Employee Performance in Rivvot Technologies at Coimbatore

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## ABSTRACT

Emotional intelligence (EI) plays a pivotal role in enhancing employee performance at organizations like Rivvot Technologies. Employees with high EI can effectively manage their emotions, respond to workplace stress, and maintain positive interpersonal relationships. Such abilities foster teamwork, collaboration, and a supportive work environment, directly impacting productivity. EI also improves decision-making, conflict resolution, and adaptability to changing work conditions. By recognizing and regulating emotions, employees demonstrate higher engagement, motivation, and job satisfaction. Training programs focused on developing EI skills have shown measurable improvements in performance outcomes. Furthermore, managers with high EI can mentor and guide teams more effectively, leading to organizational success. Integrating EI into HR practices promotes a culture of empathy and resilience. Ultimately, emotional intelligence serves as a strategic tool for achieving both individual and organizational objectives in Rivvot Technologies. This study highlights the critical connection between EI and sustained employee performance enhancement.

**Keywords:** Emotional Intelligence, Employee Performance, Workplace Productivity, Rivvot Technologies, Job Satisfaction, Teamwork.

## 1. INTRODUCTION

Emotional intelligence (EI) is a vital concept in modern organizational behaviour that refers to the ability of individuals to recognize, understand, manage, and effectively use their own emotions as well as the emotions of others. It plays a significant role in both personal and professional success, especially in leadership and workplace performance. Emotional intelligence comprises key dimensions, including self-awareness, self-management, social awareness, and social management, which collectively shape how individuals perceive situations, interact with others, and make decisions. Self-awareness involves understanding one's own emotions, values, strengths, and limitations, along with the ability to interpret how these emotions influence behaviour and interactions.

Self-management, also known as self-regulation, focuses on controlling and directing emotional responses in a constructive manner, enabling individuals to remain composed and make rational decisions even under pressure. Social awareness refers to the ability to empathize with others, recognize their emotions, and understand social dynamics, including cultural and group behaviours. Social management, also known as relationship management, emphasizes effective communication, conflict resolution, and the ability to build and maintain healthy interpersonal relationships over time.

## 2. REVIEW OF LITERATURE

**Sergey et al. (2019)**<sup>1</sup> Empathy and Relationship Management: Empathy, an essential component of emotional intelligence within the context of leadership, refers to the capacity to profoundly comprehend and establish a meaningful connection with the emotional experiences of others.

**(Minh Dang et al., 2020)**<sup>2</sup> Goleman placed significant emphasis on the crucial significance of emotional intelligence in influencing interpersonal relationships, self-control, and the cognitive process of generating informed judgments.

**Kren & Selley (2020)**<sup>3</sup> Self-awareness is considered a fundamental aspect of emotional intelligence, since it enables leaders to recognize their own emotions and understand how these emotions impact their behaviours and decision-making processes.

**(Hartung, 2020)**<sup>4</sup> Numerous studies have provided strong evidence supporting the notion that leaders who possess high levels of self-awareness and self-regulation exhibit increased levels of flexibility, resilience, and calm, especially when faced with challenging circumstances.

## 3. RESEARCH METHODOLOGY

### Research Design:

The study adopts a descriptive research design to analyze and interpret the role of emotional intelligence and its impact on employee performance. This design helps in understanding existing conditions, behaviours, and relationships among variables in a systematic manner.

### StudyArea:

The study was conducted among employees working in the automobile service sector, focusing on individuals involved in various operational and managerial roles within the industry.

### Sample:

A total of 150 respondents were selected for the study using the convenience sampling method. The sample includes employees from different levels and functional areas to ensure a comprehensive understanding of the subject.

### DataCollection:

Both primary and secondary data were used for the study. Primary data were collected directly from respondents through a structured questionnaire designed to gather relevant information regarding emotional intelligence and employee performance. Secondary data were obtained from various sources such as research articles, journals, magazines, newspapers, and internet resources to support and enhance the study.

### Analytical Tools:

The collected data were analyzed using appropriate statistical tools. (i) Simple Percentage Analysis was used to interpret and present data in percentage form for easy comparison; (ii) Chi-Square Test ( $\chi^2$ ) was applied to determine the association between variables and to test the significance of differences between observed and expected frequencies; (iii) Correlation Analysis was used to measure the degree and direction of relationship between variables, ranging from -1 to +1; and (iv) One-Way ANOVA was employed to identify significant differences between group means and to test hypotheses related to multiple groups.

#### 4. DATA ANALYSIS AND INTERPRETATION\*\*

##### 4.1 Demographic Profile of Respondents

Table 1 presents the demographic details of the 150 respondents selected for the study. The sample consisted of both male and female employees across different age groups, educational qualifications, and job roles.

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	70	46.7
	Female	80	53.3
Age Group	Below 25 yrs	25	16.7
	25–30 yrs	32	21.3
	30–35 yrs	30	20.0
	35–40 yrs	28	18.7
	Above 40 yrs	35	23.3
Experience	Below 1 year	30	20.0
	2–5 years	60	40.0
	5–10 years	35	23.3
	Above 10 years	25	16.7
Education	School Level	40	26.7
	Graduation	45	30.0
	PG / Others	65	43.3
Job Role	Employee	55	36.7
	Supervisor	40	26.7
	Manager	55	36.7

**Table 1: Demographic Profile of Respondents | Source: Primary Data**

**Interpretation:**

The majority of respondents were female (53.3%). Most employees belonged to the 25–30 age group (21.3%). A significant portion (40%) had 2–5 years of experience, and a majority were postgraduates (43.3%). Employees and managers constituted equal proportions (36.7%), indicating a balanced representation.

**4.2 Emotional Intelligence Perceptions**

Table 2 shows the satisfaction level of employees regarding various Emotional Intelligence (EI) dimensions in the organization.

Variable	Highly Satisfied (%)	Satisfied (%)	Neutral (%)	Dissatisfied (%)
Self-Awareness	30.0	40.0	15.0	15.0
Self-Management	28.0	42.0	14.0	16.0
Social Awareness	32.0	38.0	16.0	14.0
Relationship Management	25.0	45.0	15.0	15.0
EI improves Performance	35.0	36.0	15.0	14.0
EI helps Decision Making	33.0	37.0	14.0	16.0

**Table 2: Employee Perceptions on Emotional Intelligence | Source: Primary Data**

**Interpretation:**

A majority of employees expressed satisfaction with EI components such as self-awareness and social awareness. Around 71% agreed that emotional intelligence improves performance. However, a small percentage still showed dissatisfaction, indicating scope for improvement in emotional intelligence training.

**4.3 Statistical Analysis**

The following statistical tools were used to analyze relationships between variables.

Test	Variables	Statistic	p-value	Result
Chi-Square ( $\chi^2$ )	Education ↔ Awareness	EI $\chi^2 = 180.5, df = 8$	0.000	Significant – Ho Rejected
Pearson Correlation (r)	Experience ↔ Performance	EI $r = 0.965$	0.000	Strong Positive Correlation
One-Way ANOVA	Age ↔ EI Satisfaction	$F(4,145) = 210.345$	0.000	Significant – Ho Rejected

**Table 3: Summary of Statistical Test Results | Source: Primary Data**

### **Chi-Square Test**

The test shows a significant relationship between educational qualification and emotional intelligence awareness ( $\chi^2 = 180.5, p < 0.05$ ). Employees with higher education levels demonstrated better understanding of emotional intelligence.

### **Pearson Correlation**

A strong positive correlation ( $r = 0.965$ ) was found between work experience and employee performance influenced by emotional intelligence. This indicates that experienced employees tend to utilize EI more effectively.

### **One-Way ANOVA**

The ANOVA test reveals significant differences among age groups regarding emotional intelligence satisfaction. Younger employees showed slightly higher adaptability to EI practices compared to older employees.

## **5. FINDINGS**

The major findings of the study are as follows:

- (i) The majority of employees are satisfied with emotional intelligence practices in the organization.
- (ii) Around 70% of employees agree that emotional intelligence improves employee performance and decision-making.
- (iii) Self-awareness and social awareness are the strongest EI dimensions among employees.
- (iv) A small percentage of employees are dissatisfied with relationship management, indicating the need for improvement.
- (v) Statistical analysis confirms that education significantly influences EI awareness ( $\chi^2 = 180.5, p < 0.05$ ).
- (vi) Work experience has a strong positive relationship with EI-based performance ( $r = 0.965$ ).
- (vii) Age plays a significant role in determining satisfaction levels toward emotional intelligence practices.

## **6. SUGGESTIONS**

### **Strengthen Emotional Intelligence Training:**

The organization should implement structured EI training programs focusing on self-awareness, self-management, empathy, and relationship management. Regular workshops and practical sessions can improve employees' emotional competencies.

### **Enhance Communication and Feedback Systems:**

A transparent communication system should be established where employees can openly express their ideas and receive timely feedback. This will improve trust and emotional connection within the organization.

### **Promote a Supportive Work Environment:**

Management should encourage a positive work culture that supports emotional well-being, teamwork, and mutual respect. This will help employees manage stress and improve overall performance.

**Recognition and Reward Mechanisms:**

A structured recognition system should be introduced to appreciate employees who demonstrate strong emotional intelligence and teamwork. Rewards, appreciation programs, and performance-based incentives can increase motivation.

**Age and Experience-Based Development Programs:**

Training and development initiatives should be designed according to employees' age and experience levels to ensure better understanding and application of emotional intelligence practices.

**7. CONCLUSION**

This study highlights that emotional intelligence plays a significant role in improving employee performance and organizational effectiveness at Rivvot Technologies. A majority of respondents agreed that emotional intelligence contributes to better decision-making, teamwork, and job satisfaction. However, certain gaps were identified in areas such as relationship management and communication, indicating the need for structured emotional intelligence practices within the organization. Statistical analysis confirms that factors such as education, work experience, and age significantly influence emotional intelligence awareness and satisfaction levels. These findings emphasize the importance of implementing targeted HR strategies to enhance emotional intelligence among employees.

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