



# IMPACT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE PERFORMANCE IN HYUNDAI, CHENNAI

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**Abstract:** Emotional Intelligence (EI) is increasingly acknowledged as vital to workplace performance, especially in highly structured and demanding industries like automotive manufacturing. This study explores how various factors of EI—such as self-awareness, self-regulation, motivation, empathy, and social skills—affect employee performance at Hyundai, Chennai. The research employs descriptive methodology with data collected through structured questionnaires from 105 employees. Analytical tools like Chi-square, ANOVA, Regression, and Factor Analysis were used. Results confirm a strong positive relationship between EI and employee performance. The findings suggest implementing EI training and strategies in workforce development.

**Keywords:** Emotional Intelligence, Employee Performance, Self-regulation, Automotive Industry

## I. INTRODUCTION

Emotional Intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. In the organizational context, it is recognized as a crucial contributor to employee performance. According to Daniel Goleman, EI includes five key domains: self-awareness, self-regulation, motivation, empathy, and social skills. With the rise in collaborative and team-driven work cultures, especially in industries like automobile manufacturing, emotional intelligence significantly impacts how employees manage stress, resolve conflicts, and interact within teams. Hyundai, being a key automotive player in Chennai, provides a rich ground to analyze how EI impacts performance. EI involves recognizing, understanding, and managing our emotions and those of others. As the workforce becomes increasingly diverse and team-oriented, the need for high EI is evident.

## II. REVIEW OF LITERATURE

The relationship between emotional intelligence (EI) and job performance has been widely explored across various industries, with consistent findings that EI significantly enhances workplace outcomes. Taouti et al. (2024) conducted a study emphasizing that organizations emphasizing EI frameworks saw a notable improvement in employee efficiency and overall satisfaction. Neven Samy Hasan (2022) found a positive link between EI practices and job performance within Egyptian tourism companies, highlighting EI's role in service quality and emotional well-being. Vijaykulkarni (2023) analyzed EI's effect within educational institutions and concluded that employees with higher emotional intelligence showed stronger job commitment and advancement potential. Similarly, Dharshini and Malarkodi (2024) emphasized how EI dimensions such as self-regulation, motivation, and social awareness are directly related to workplace behavior and effectiveness. Vaishnavi and Nandhini (2020), focusing specifically on the Indian automobile sector, observed that EI not only influenced individual output but also contributed to building emotionally cohesive teams, particularly in dynamic settings like Hyundai.

## III. OBJECTIVES OF THE

### STUDY PRIMARY

#### OBJECTIVE:

To examine the impact of emotional intelligence on employee performance in Hyundai, Chennai.

#### SECONDARY OBJECTIVES:

- To identify dimensions of emotional intelligence
- To Analyse the factors determining emotional intelligence
- To Analyze the impact of emotional intelligence on employee performance
- To provide suggestion for enhancing emotional intelligence to improve employee performance.

## IV. RESEARCH METHODOLOGY

### Research Design:

Descriptive research design was adopted to provide an in-depth analysis of the current scenario.

### Sample Details:

- **Sample Size:** 105 employees
- **Population:** 700 employees across 19 Hyundai branches in Chennai
- **Sampling Technique:** Convenience sampling
- **Data Collection:** Both primary and secondary sources (journals, websites)

## V. ANALYSIS AND INTERPRETATION

### Tools Used for Analysis:

- **Chi-square test:** Association between demographics and EI dimensions
- **ANOVA:** EI variation across experience levels
- **Regression Analysis:** Impact of EI on performance
- **Factor Analysis:** To identify key emotional factors

### Summary of Statistical Tests

S.No	Tool Used	Variables Analyzed	Test Value	Significance (p-value)	Exact Inference
1	<b>Chi Square Test</b>	Age vs Self-Motivation (Difficult Tasks)	$\chi^2 = 12.403$ , df = 12	p = 0.414	<b>No significant relationship;</b> null hypothesis accepted as $p > 0.05$ .
2	<b>One-Way ANOVA</b>	Years of Experience vs. Motivation to Participate	F = 2.756, df = 3	p = 0.046	<b>Significant difference</b> exists; experience impacts motivational participation.
3	<b>Regression Analysis</b>	Age → Ability to Adjust Behaviour While Interacting	F = 2.789, $\beta = 0.162$	p = 0.098	<b>No significant relationship;</b> age does not affect behavioral adjustment.
4	<b>KMO &amp; Bartlett's Test</b>  <b>Factor Analysis</b>	Sampling Adequacy and Sphericity  20 Emotional Intelligence Statements	KMO = 0.718, $\chi^2 = 474.848$ , df = 190  Communalities range: 0.390 to 0.747	p = 0.000	<b>Factor analysis is appropriate;</b> sample adequacy is acceptable.  <b>Items are well-extracted;</b> strong shared variance indicates dimensional validity.

## VI. FINDINGS

- Age: 41% of respondents are between 18-24 years old.
- Gender: 49% of respondents are male.
- Qualification: 40% of respondents are postgraduates.
- Experience: 39% of respondents have 1-3 years of experience.
- Marital Status: 53% of respondents are single.
- Understanding feelings: 50% of employees can understand their own feelings.
- Awareness of emotions: 48% of employees aware of how their emotions affect performance.
- Self-respect: 48% of employees have good self-respect and confidence.
- Adapting behavior: 38% of employees can adjust their behavior when interacting with different people.
- Stress management: 40% of employees can manage stress and pressure.
- Positivity: 42% of employees try to stay positive even when things go wrong.
- Confidence in handling problems: 45% of employees are confident in handling difficult problems.
- Self-motivation: 46% of employees are self-motivated to take on difficult tasks.
- Hope for success: 41% of employees hope of success rather than fear of failure
- Lifelong learning: 48% of employees self-improvement is a lifelong process.
- Decision-making: 44% of employees consider each possibility before making a decision
- Understanding team members' emotions: 46% of employees try to understand the reasons behind team members' emotions.
- Building relationships: 44% of employees build stronger relationships with colleagues and clients.
- Concern for colleagues: 44% of feel concerned when colleagues are struggling with workload or personal issues.
- Managing difficult personalities: 42% of employees are confident in managing difficult personalities.
- Building relationships: 42% of employees build and maintain personal relationships with co-workers.
- Team environment: 39% of employees promoting cooperation and helpfulness.
- Engaging others: 46% of employees motivate others to participate in discussions and presentations.
- Active listening: 47% of employees listen to superiors before forming a judgment, even if they disagree.

## VII. SUGGESTION

- Since many respondents strongly agree with statements related to emotional selfawareness and regulation, structured training programs can reinforce and deepen these skills—especially in understanding emotions, empathy, and handling stress.
- 47% of employees indicating they listen before judging, leadership should model and reward this behavior. Regular feedback sessions and open forums can further promote active listening and trust.
- Employees report high awareness of their emotions and its impact on performance. HR can capitalize on this by building emotionally intelligent teams through conflict resolution training and promoting psychological safety.
- The ANOVA test shows years of experience significantly affect motivation to engage others. Design leadership development programs for mid-to-senior employees to leverage their engagement skills and mentor juniors.
- Recognize and reward employees who demonstrate strong emotional intelligence, self-motivation, and teamwork.

## VIII. CONCLUSION

The study concludes that emotional intelligence significantly influences employee performance in Hyundai, Chennai. Employees with high EI exhibit better stress tolerance, stronger motivation, improved teamwork, and effective interpersonal communication. These capabilities directly contribute to better job performance and organizational success. Integrating emotional intelligence training into employee development programs can further enhance workforce productivity. Given the dynamic nature of the automobile industry, prioritizing emotional intelligence is essential for future-ready leadership and sustainable workplace culture.

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