

Emotional Intelligence And Workforce Productivity- A Case Study

Ms. Diptirekha Patra¹, Dr. Subash Chandra Nath², Dr. Biplab Kumar Biswal³, Dr. Rajat Kumar Baliarsingh⁴

¹Research Scholar, Sri Sri University, Odisha

²Professor, FMS, Sri Sri University, Odisha

³Professor, FMS, Sri Sri University, Odisha

⁴Assistant Professor, FMS, Sri Sri University, Odisha

Received: 18/09/2025

Revised: 16/10/2025

Accepted: 29/11/2025

Published: 19/12/2025

ABSTRACT

Employees who possess emotional intelligence and interpersonal skills exhibit superior job performance. Many firms are not aware of the major importance of emotional intelligence in employees and fail to give the essential training. The research is done to establish the influence of emotional intelligence on staff productivity in Odisha Revenue Department. The research adopted a survey design with a target population of 200 employees of the department encompassing junior, senior and management levels staff. The data received from the participants via self-administered questionnaire were analyzed using correlation and regression. The findings demonstrated that self-awareness, self-management, social awareness and relationship management had good and substantial influence on workforce productivity. It concludes that emotional intelligence greatly influences the productivity of employees. The research recommends that "Employers should assist employees to acquire social skills in dealing with colleagues to boost the work process leading to success in the firm.

Keywords: Emotional Intelligence, Workforce Productivity, Self-Awareness, Self-Management, Social Awareness, Relationship Management.

1. INTRODUCTION:

Employees are regarded as the most vital asset for the advancement of any firm, and organizational success depends on their productivity. Workforce productivity is a critical concern for enterprises operating in an increasingly uncertain work environment, prompting interest from both businesses and academics. Organizations are increasingly focused on guaranteeing workforce productivity in the completion of given duties. The profound harmony and ability to comprehend individuals on a deeper level influence employee effectiveness, necessitating their skill to manage emotions (Ashi, 2023).

'Emotional intelligence (EI)' is the ability to identify, assess, regulate, and articulate emotions within organizational contexts. Emotionally intelligent persons regulate their emotions and employ cognitive strategies to do so (Ashis, 2023). Over the years, emotional intelligence has evolved into a key expertise. In the contemporary workplace, ongoing interactions among employees provide both beneficial and detrimental effects on organizational activity. Supervisors and subordinates must possess the skills to communicate clearly, address issues directly, attentively consider concerns raised by various parties, effectively manage conflict, and inspire one another to perform at an elevated level (Schlaegel, Engle, & Lang, 2022).

Emotional Intelligence enables individuals to recognize and use their emotions to address challenges, engage with others, and make informed decisions. Achieving the necessary level of productivity is feasible with effective management of emotional intelligence, encompassing

self-awareness, self-management, social awareness, and relationship management, as well described by Goleman (1998). Self-awareness is the capacity of employees to understand how their emotions affect themselves and others. Self-management is the ability to navigate change while maintaining self-control (Segon & Booth, 2015). Another aspect of emotional intelligence, social awareness or empathy, is the capacity to understand others' emotional states and respond appropriately. Relationship management involves welcoming others and developing networks and connections with them (Celik, 2017).

Existing literature indicates that emotional intelligence plays a vital role in work performance, motivation, decision-making, effective management, and leadership (Rahman & Haleem, 2018; Pienimaa, Talman & Haavisto, 2021; Schlaegel, Engle & Lang, 2022). In service organizations, it is essential for managers to effectively manage employees' emotions to enhance productivity and overall organizational success. Employees who can regulate their emotions differentiate themselves from others and exhibit more productivity in fulfilling their responsibilities. At the Odisha Revenue Department, personnel interactions with numerous consumers necessitate adept management of their emotions to bolster the organization's reputation and boost efficiency.

Statement of the problem:

In the 21st century, business researchers and practitioners are placing greater focus on emotional intelligence as a crucial employee ability in recruiting, promotion, and employee development procedures. Presently, organizations are encountering the issue of a comparatively diminished level of emotional intelligence

among the majority of their staff. Employers sometimes neglect to consider the intelligence of potential hires, resulting in the recruitment of individuals with outstanding academic credentials but deficient emotional intelligence. This is demonstrated by the diminished morale, lack of team spirit, and fractured group cohesion among personnel in service organizations. Consequently, previous research has proposed many approaches for enhancing employees' emotional intelligence (Goleman & Boyatzis, 2017), although the practicality of these tactics remains uncertain. Moreover, the inadequate quality of service delivery in some firms is attributed to their failure to effectively manage employees' emotions. The purpose of this study is -“to examine how different aspects of emotional intelligence—namely self-awareness, self-management, social awareness, and relationship management—affect employee productivity in the Odisha Revenue Department”.

2. REVIEW OF LITERATURE:

2.1. Emotional Intelligence:

The concept of 'Emotional Intelligence (EI)' is one of the most often examined subjects in the study of organizational behavior. Goleman, Boyatzis, and McKee (2002) defined emotional intelligence (EI) as the ability of employees to recognize emotions, regulate their own emotions, and influence the emotions of others. Serrat (2017) defined emotional intelligence (EI) as the competence, capability, expertise, or self-assessed ability to manage, analyze, and recognize one's own emotions and those of others. Kaur and Hirudayarai (2021) describe it as the ability to concurrently utilize rational thought and emotions, serving as a crucial predictor of organizational outcomes such as work performance, job happiness, and organizational commitment (Oyewunmi, Oyewunmi & Oludayo, 2015). This research perceives emotional intelligence as the recognition, understanding, and regulation of emotions by employees and colleagues. The dimensions of emotional intelligence defined in the research encompass self-awareness, self-management, social awareness, and relationship management (Goleman, 1998; Mayer & Caruso, 2002; Winton, 2022; Schlaegel, Engle & Lang, 2022).

Self-awareness, a facet of emotional intelligence, involves comprehending the influence of individuals' emotions on themselves, their colleagues, and overall job performance (Wadi, 2020). This domain allows employees to establish priorities, reflect on their activities, and make educated judgments, as they are not impulsive (Goleman, Boyatzis & McKee, 2002; Winton, 2022). Self-management (self-control) is a characteristic that elucidates employees' ability to regulate their emotions both internally and extrinsically (Gong, Chen & Wang, 2019). It is a competency that empowers individuals to navigate changes and uncertainty in the workplace (Goleman, 2017). Behavior modification improves employees' capacity for successful interaction with others (Goel & Hussein, 2015).

Social awareness is the capacity to perceive the emotions of people and acknowledge their sentiments while executing effective organizational policies (Goleman, 2000). This concept delineates an employee's ability to

discern the emotions of others and the dynamics inside the company. Another aspect of emotional intelligence is relationship management, sometimes referred to as social skills, which entails an understanding of one's own emotions as well as those of others (Brown, 2014). Relationship management is a crucial element of workers' roles, enabling them to express themselves in ways that can sympathize with or inspire others (Goleman, 2001).

2.2. Workforce Productivity:

The productivity of employees in a company denotes the volume and caliber of work accomplished by individuals using available resources within a certain timeframe (Dabke, 2016). Workforce productivity quantifies the efficiency of individuals in the workplace. It is also characterized as the productivity of employees inside an organization (Ashi, 2023). The productivity of employees influences the particular outputs of companies (Purnama, 2017). It is often assessed in terms of service timeliness and production quantity.

EMOTIONAL INTELLIGENCE AND WORKFORCE PRODUCTIVITY

There is increasing evidence illustrating 'the relationship between emotional intelligence and workforce productivity'. Wadi (2020) substantiates the thesis by demonstrating a favourable and strong correlation between emotional intelligence and employee work performance. Segon and Booth (2015) revealed in their research that emotional intelligence favourably influences workers' work performance. Dhani and Shama (2019) confirmed a favourable correlation between emotional intelligence and workforce productivity. A recent study by Schlaegel, Engle, and Lang (2022) confirmed that measures of emotional intelligence significantly influence employee work satisfaction and performance.

Razali, Wahab, Shaari, Azlan, and Taek-Hyun (2022) investigated the 'relationship between emotional intelligence and employee performance' in Malaysia by surveying 118 operators from a manufacturing firm. Their regression analysis indicated a moderate positive association between emotional intelligence and work performance. In contrast, Zaman, Memon, Zaman, Khan, and Shaikh (2021) studied healthcare professionals in public hospitals in Pakistan, using a sample of 230 participants. Data were collected through questionnaires and analyzed with Chi-square and multiple regression techniques, showing that emotional intelligence had little or no significant impact on employee performance.

Wadi (2020) conducted a study on emotional intelligence and work performance during the COVID-19 crisis in Saudi Arabia utilizing a cross-sectional survey technique. The researcher conducted a convenience sampling of 340 nurses from three tertiary institutions using an online survey. The obtained data were analyzed using regression, revealing a strong impact of emotional intelligence on work performance. In Nigeria, Oyeleye, Audu, and Achaku (2019) employed a survey methodology to examine the impact of emotional intelligence on work satisfaction among nurses in Jos, Nigeria. A population of 1,487 was utilized, from which individuals were randomly recruited, and data were analyzed with Pearson's correlation and multiple regression techniques. The

study's results indicated 'a negative link between emotional intelligence and work satisfaction'.

Dhani and Sharma (2018) performed a study on the impact of emotional intelligence and personality characteristics on job performance among IT employees in India, utilizing a randomly selected sample of 158 middle management personnel. Pearson correlation and regression analysis were employed. The research findings indicated that emotional intelligence and personality characteristics were major predictors of employees' job success. Purnama (2017) examined the impact of emotional intelligence on employee performance in Indonesia. The study employed a Correlational methodology and included a sample of 80 employees. Data obtained from a questionnaire were analyzed via regression, revealing a favourable impact of emotional factors on employee performance. Adebukola, Olabode, Ibiyinka, and Olumuyiwa (2015) conducted a study on emotional intelligence and employee performance in Nigeria's public healthcare sector, utilizing a survey of 1,000 staff members from the Federal Neuro-Psychiatric Hospital. The hierarchical regression study revealed a substantial association between leaders' emotional intelligence and staff performance.

3. METHODOLOGY:

4. RESEARCH DESIGN:

This research employed a survey design to examine how emotional intelligence affects staff productivity in the Odisha Revenue Department. The survey method was considered suitable because it allows data to be collected from many respondents efficiently and economically, facilitating the analysis of relationships between different variables.

4.1. Sampling:

The study focused on a target population of 200 employees from the Odisha Revenue Department, encompassing junior, senior, and managerial staff. A stratified sampling method was applied to guarantee proportional representation from each category, allowing the findings to be generalized across the department.

4.2. Collection of Data:

Information was obtained using a structured questionnaire that participants filled out on their own on two main variables: emotional intelligence and staff productivity. The questionnaire included both closed-ended items and Likert-scale questions to ensure clarity, consistency, and ease of analysis. The instrument was pre-tested and validated to ensure its reliability and relevance to the research objectives.

4.3. Data Collection Procedure:

The questionnaires were distributed to the selected participants in person and via official departmental communication channels. Participants were given adequate time to complete and return the questionnaires.

Anonymity and confidentiality were assured to encourage honest and unbiased responses.

4.4. Data Analysis Techniques:

The data gathered were examined with the help of statistical tools such as correlation and regression. "Correlation analysis helped in identifying the nature and strength of the relationship between employee productivity and emotional intelligence". "Regression analysis was applied to evaluate how far emotional intelligence factors could explain changes in staff performance". Software like SPSS (or equivalent programs) was used to carry out these tests.

4.5. Ethical Considerations:

This study was carried out in line with established ethical standards. Respondents took part voluntarily after providing informed consent. Their answers were kept confidential, and the information collected was used only for academic research purposes.

OBJECTIVES:

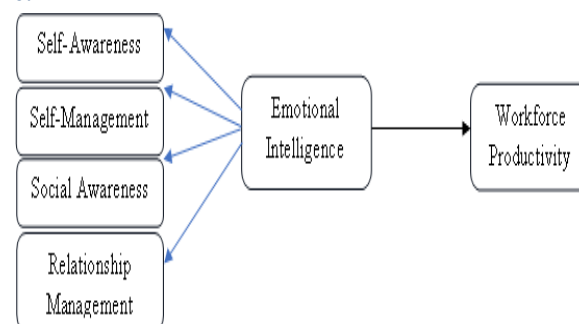
- To explore the connection between 'emotional intelligence' and 'levels of employee productivity'.
- To evaluate the role of emotional intelligence in shaping employee performance in the Odisha Revenue Department.

HYPOTHESES:

- H1-Self-awareness has no impact on workforce productivity in Odisha Revenue Department
- H2-Self-management had no substantial impact on staff productivity at Odisha Revenue Department.
- H3- Social awareness does not influence workforce productivity in Odisha Revenue Department.
- H4- Relationship management does not influence workforce productivity in Odisha Revenue Department.

5. CONCEPTUAL FRAMEWORK:

6.



7. RESULTS AND ANALYSIS:

Before carrying out the full analysis, a pilot test was undertaken to verify that the measurement tools were reliable and suitable for the study. Correlation analysis was then applied to identify how the independent and dependent variables were connected, while regression techniques were used to evaluate the extent to which the different dimensions of emotional intelligence influence employee productivity.

Table 1: Reliability Test

Sl No.	Variable	Cronbach's Alpha
1	Self-Awareness	0.902
2	Self-Management	0.899
3	Social Awareness	0.890
4	Relationship Management	0.916
5	Workforce productivity	0.914

The results of the reliability test are displayed in Table 1: Self-Awareness ($\alpha = 0.902$), Self-Management ($\alpha = 0.899$), Social Awareness ($\alpha = 0.890$), Relationship Management ($\alpha = 0.916$), and Workforce productivity ($\alpha = 0.914$). The outcome demonstrates that the instruments used to evaluate the variables are very reliable.

Table2: Correlations between Variables

Variable	SeA	SeM	SoA	ReM	5
Self-Awareness (SeA)	1				
Self-Management (SeM)	.483**	1			
Social Awareness (SoA)	.567**	.427**	1		
Relationship Management (ReM)	.507**	.539**	.467**	1	
Workforce productivity (WP)	.489**	.473**	.479**	.491**	1

The correlation analysis revealed a 'significant positive relationship' between 'self-awareness' and 'workforce productivity' ($r=.489$, $p<.01$), as well as a positive association between self-management and workforce productivity ($r=.483$, $p<.01$). A positive correlation between social awareness and workforce productivity was also discovered ($r=.567$, $p<.01$). The correlation between relationship management and workforce productivity is positive ($r=.507$, $p<.02$).

Table3: Regression Model and Hypotheses Testing

Variable	Standardized Coefficients		Collinearity		Statistics
	Beta	t-value	Sig.	Tolerance	VIF
Self-awareness	.342	3.314	.000	.636	1.389
Self-management	.419	5.972	.000	.629	1.452
Social awareness	.417	4.779	.000	.672	1.320
Relationship Management	.411	5.421	.000	.693	1.628
R ²		.789			
Adjusted R-Square		.774			
Durbin-Watson		1.635			
ANOVA F-Statistic		227.271			
Sig.		.000			

Dependent Variable: Workforce productivity

The Variance Inflation Factor (VIF) and Tolerance (TOL) were employed to evaluate the variables. The results indicate no presence of multi-Collinearity among the variables. The research factors accounted for 78.9% of the variation in workforce productivity within the firm. It asserts that the independent factors significantly accounted for the 'variance in the dependent variable' ($R^2 = 0.789$). The model is both significant and well-fitted (F-Statistics = 227.271; Sig = 0.000 < 0.05).

Hypothesis one (H1) proposed that self-awareness has no meaningful effect on staff productivity in the Odisha Revenue Department. The results in Table 3 show that self-awareness does, in fact, influence productivity, with a 'beta coefficient' of 0.342 and a 'p-value' of 0.000, which is below the 0.05 level. Thus, the null hypothesis (H1) was rejected. Earlier research by Adebukola, Olabode, Ibiyinka, and Olumuyiwa (2015) also found a 'strong link' between emotional intelligence dimensions and employee performance. Similarly, Schlaegel, Engle, and Lang (2022) reported that emotional intelligence factors positively contribute to job performance.

The second hypothesis (H2) suggested that self-management does not significantly affect staff productivity in the Odisha Revenue Department. However, the analysis revealed that self-management does have a notable influence on employee output, indicated by a beta value (β) of 0.419 and a p-value of 0.000, which is well below the accepted level of 0.05. Therefore, the null hypothesis (H2) was rejected. These results align with the work of Purnama (2017), who found a positive link between self-management and employee productivity. In contrast, research by Zaman, Memon, Zaman, Khan, and Shaikh (2021) reported little evidence of emotional intelligence contributing to job performance.

The third hypothesis (H3) proposed that social awareness does not significantly influence workforce productivity in Odisha Revenue Department. The results indicated a favourable and substantial impact of social awareness on workforce productivity ($\beta = 0.417$; $t = 4.779$; 'p-value = 0.000 < 0.05'). The 'null hypothesis' (H3) was consequently dismissed. Consistent with the findings, Segon and Booth (2015) documented a favourable and substantial influence of social awareness on employee performance.

The results of (H4) indicated that relationship management significantly influenced workforce productivity in Odisha Revenue Department ($\beta = 0.411$,

$t=5.421$, $P= 0.000$), which is below the threshold of $p = 0.05$. The null hypothesis (H_4) was thus not supported. The findings are corroborated by Dhani and Shama (2019), who identified a favourable correlation between aspects of emotional intelligence and workforce productivity. Consistent with the findings, Studies by Razali et al. (2022) and Wadi (2020) reported that effective relationship management contributes positively to employees' job performance.

8. SUGGESTIONS:

This study proposed following suggestions for organizational leaders:

- i. Odisha Revenue Department should actively promote and implement training for employees on the notion of emotional intelligence.
- ii. Odisha Revenue Department should enhance staff emotional intelligence by augmenting their capabilities through training to foster the development of cognitive capacities.
- iii. State Govt. ought to promote the cultivation of social skills among employees to improve interpersonal relations with colleagues, hence facilitating departmental success.
- iv. Odisha Revenue Department should guarantee that freshly recruited staffs participate in self-management training to enhance their emotional regulation skills.

9. CONCLUSION:

The research investigated how **emotional intelligence** affects staff productivity in the **Odisha Revenue Department**. The findings indicate 'a **clear and positive relationship** between employees' emotional intelligence and their level of productivity'. It was observed that when emotional intelligence is practiced at the workplace, employees are able to deliver **quicker and more effective services**, which contributes to higher performance. The study also highlights that "the main components of emotional intelligence—**self-awareness, self-control, social awareness, and relationship management**—play an important role in shaping employee output". These abilities help staff manage their own emotions, understand others better, and maintain cooperative relationships, all of which support improved efficiency and service delivery.:

.. REFERENCES

1. Adebukola, E.O., Olabode, A.O., Ibiyinka, S.O. & Olumuyiwa, A.O. (2015). Leaders' emotional intelligence and employees' performance: A case in Nigeria's public healthcare sector. *International Journal of Human Resource Studies*, 5(3), 23-37.
2. Akintayo, D. I., Shadare, O. A., Onikoyi, I. A. and Olaniyan, T. S. (2020). Impact of Emotional Intelligence on Diversity Management in Nigeria Breweries in Oyo State, Nigeria. *Management Science and Engineering*, 14(1), 34-43
3. Anwar, K.(2017). Leading Construction Project Teams. The Effectiveness of Transformational Leadership in Dynamic Work Environments in Kurdistan International Journal of Advanced Engineering, Management & Science 3(10) 23995
4. Ashi, S. (2023) Impact of Emotional Intelligence on Employee Performance. *Business, Management and Economics Engineering*, 1(21), 12-24.
5. Bar-On, R. & Parker J.D.A. (2000) Handbook of emotional intelligence (eds.) San Francisco: Jossey- Bass.
6. Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In Reuven Bar-On and James D.A. Parker (Eds.), *Handbook of emotional intelligence: Theory, development, assessment and application at home, school and in the workplace*. San Francisco: Jossey-Bass: 363-88.
7. Brown, C. (2014). Emotional Intelligence (EI) and leadership style affect sales performance. *Economic Insights-Trends & Challenges*, 66(3), 1-14.
8. Bru-Luna, L., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J. (2021). Emotional intelligence measures: A systematic review. *Healthcare*, 9(12), 1696.
9. Cabello, R., & Fernández-Berrocal, P. (2015). Implicit theories and ability emotional intelligence. *Frontiers in Psychology*, 6(3), 700-710.
10. Callahan, J. & McCollum, E. (2002). Conceptualizations of emotion research in organizational contexts. *Advances in Developing Human Resources*, 4(1), 4-21.
11. Callea, A., De Rosa, D., Ferri, G., Lipari, F., & Costanzi, M. (2019). Are more intelligent people happier? Emotional intelligence is the mediator between the need for relatedness, happiness, and flourishing. *Sustainability*, 11(4), 1022.
12. Cao, Y., Gao, L., Fan, L., Jiao, M., Li, Y., & Ma, Y. (2022). The Influence of Emotional Intelligence on Job Burnout of Healthcare Workers and Mediating Role of Workplace Violence: A Cross-Sectional Study. *Frontiers in public health*, 10, 89-98.
13. Celik, G. O. (2017). The relationship between patient satisfaction and emotional intelligence skills of nurses working in surgical clinics. *Patient preference and adherence*, 11, 1363.
14. Cherniss, C. (2021). Emotional Competence and Leadership in Crisis Situations. *Disaster Management Review*, 14(2), 45–59.
15. Dabke, D. (2016). Impact of leader's emotional intelligence and transformational behaviour on perceived leadership effectiveness: A multiple source view. *Business Perspectives and Research*, 4(1), 27–40.
16. Dhani, P & Shama, T (2019). Emotional intelligence and personality traits as predictors of job performance of IT employee'. *Human Performance Technology Concepts*, 2 (1), pp. 1604-1619.
17. Fadhli, Z., Lubis, A.R., Salmi, M.A and Idris, S (2020). Effect of emotional intelligence on job satisfaction and organizational commitment and its impact on employee performance. (A case

- study of work unit of Aceh Jaya district, Aceh province, Indonesia. *East African Scholars Journal of Economics, Business and Management*, 3(2), 159-163.
18. Faeq, D.k. Abdulla, D. F., Ali, B. J., & Akoi, S. (2021). Impact of job resources on employee green behavior. an empirical investigation among employee work in the tourist companies in erbil-city kurdistan region of Iraq. *The Scientific Journal of Cihan University Sulainmaniya*, 5 (2), 115-126.
19. Goel, T., & Hussein, T. (2015). Impact of Emotional Intelligence on Performance of Employees in Service Industry. *Global Journal of Enterprise Information System*, 7(3), 49-53.
20. Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books. Gorji, M & Moghim, N (2012). The Survey Relationship between Job Stress and Emotional Intelligence. *International Journal of Research in Management*, 2(1), 235-256.
21. Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books. Goleman, D. (1996). *Emotional Intelligence: Why it can Matter More than IQ*. New York. Bantam Books.
22. Goleman, D. (2005). *Emotional Intelligence*. th (10 Ed). New York: Bantam Books.
23. Goleman, D., Boyatzis, R., & McKee, A. (2002). Primal Leadership: Realising the Power of Emotional Intelligence. *Journal of Applied Christian Leadership*, 2(2), 76–80.
24. Goleman, D., & Boyatzis, R. (2017). Emotional intelligence has 12 elements. Which do you need to work on. *Harvard Business Review*, 84(2), 1-5.
25. Gong, Z., Chen, Y., & Wang, Y. (2019). The influence of emotional intelligence on job burnout and performance: Mediating effect of psychological capital. *Frontiers in Psychology*, 10, 27-37.
26. Gorgi, H.A., Ahmadi, A., Shabaninejad, H., Tahmasbi, A., Baratimarnani, A. & Mehralian, G. (2015). The impact of emotional intelligence on managers' performance: Evidence from hospitals located in Tehran. *Journal of Education Health Promotion*, 2(4), 63-74.
27. Gunu, U & Oladipo, R.O (2014). Impact of Emotional Intelligence on Employees' Performance and organizational commitment: A Case Study of Dangote Flour Mills Workers. *University of Mauritius Research Journal*, 20(1), 1–32.
28. Gunu, U. & Oladepo, R.O. (2014). Impact of Emotional Intelligence on Employees' Performance and Organizational Commitment: A Case Study of Dangote Flour Mills Workers. *University of Mauritius Research Journal*, 20(3), 14-22.
29. Guy, E.M., Newman, A.M. & Ganapati, E.N. (2013). Managing Emotions while Managing Crises. *International Journal of Emergency Services*, 2(1), 6-20
30. Johnson, D. R. (2016). Emotional intelligence and public health education: A prescriptive needs assessment. *Pedagogy in Health Promotion*, 2(3), 193-200.
31. Kadadi, S., & Bharamanaikar, S. R. (2020). Role of emotional intelligence in the healthcare industry. *Drishtikon A Management Journal*, 1(1), 37-46.
32. Kim, H., & Yi, M. (2015). Factors influencing empathy in nursing students in Korea. *The Journal of Korean academic society of nursing education*, 21(2), 237-245.
33. Marembo, M., Chinyamurindi, W. T., & Mjoli, T. (2018). An exploratory study of emotional intelligence influences the work performance of early career academics. *Journal of Psychology in Africa*, 28(5), 407-410.
34. Mayer, J. D., & Caruso, D. (2002). The effective leader: Understanding and applying emotional intelligence. *Ivey Business Journal*, 67(2), 1-5.
35. Mayer, J. D., Caruso, D. R., & Salovey, P. (2020). The Ability Model of Emotional Intelligence. *Journal of Applied Psychology*, 105(10), 1234–1248.
36. Miao, C., Humphrey, R. H., & Qian, S. (2017). A meta-analysis of emotional intelligence and work attitudes. *Journal of Occupational and Organizational Psychology*, 90(2), 177–202.
37. Nath, S. C. (2010). Better work-life balance: A strategic business issue. *AIMA Journal of Management & Research*, 4(1/4), Article 184. <https://doi.org/ISSN0974-9497>.
38. Nath, S. C. (2011). Successful training initiatives can enhance sustainable competitive advantage. *ISTD Journal*, 2(2), April–June. ISSN 2231-0680
39. Nath, S. C. (2014). Social transformation through social entrepreneurship: An exploratory study. *The IUP Journal of Entrepreneurial Development*, 11(1), March. ISSN 0973-2659.
40. Nath, S. C., & Mohanty, N., et al. (2022). Analytical study of PSUs' environmental and philanthropic CSR benefits to local beneficiaries in Odisha. *YMER*, 21(8), 660–675. ISSN: 0044-0477.
41. Nath, S. C., & Panigrahy, B. (2021, April). Entrepreneurship and agricultural startups: A review of marketing prospectus. *Jijnasa*. ISSN: 0337-743X.
42. Nath, S. C., Chirania, V., & Dhal, S. K. (2017). Effective leadership and its promotion: A case study on Indian business leaders. *International Business Management*, 11(12), 2048–2055. ISSN: 1993-5250.
43. Nath, S. C., Padhi, P. K., & Mohanty, V. L. (2024). Religiosity, CSR attitude and CSR behaviour of SME executives in Odisha: A review. *AIIMS Journal of Management*, 10(1), 140. ISSN: 2395-6852.
44. Nath, S. C., Pareek, S., et al. (2021). Corporate governance regulation and case studies of selected frauds in India, UK and USA. *Kala Sarovar*, 24(3), 190–195. ISSN: 0975-4520.
45. Nath, S. C., Roy, N., et al. (2022). A study of impact of presenteeism on workforce productivity

- in steel manufacturing firms in Odisha, including a gendered perspective of the same. *Journal of Positive School Psychology*, 6(8), 2932–2949. ISSN: 2717-7564.
46. Nightingale, S., Spiby, H., Sheen, K., & Slade, P. (2018). The impact of emotional intelligence in health care professionals on caring behaviour towards patients in clinical and long-term care settings: Findings from an integrative review. *International journal of nursing studies*, 80, 106–117.
 47. Oyeleye, B. R., Audu, T. & Achaku, M.M. (2019). Effect of Emotional Intelligence on Job Satisfaction among Nursing Professionals in Selected Hospitals within Jos Metropolis. *Nigerian Journal of Management Sciences*, 7(1), 36-46.
 48. Oyewunmi, A. E., Oyewunmi, O. A. & Oludayo, O. O. (2015). Leaders' emotional intelligence and employees' performance: A case in Nigeria's public healthcare sector. *International Journal of Human Resource Studies*, 5(3), 23-37
 49. Pienimaa, A., Talman, K., & Haavisto, E. (2021). The assessment of emotional intelligence in social care and healthcare student selection: a qualitative descriptive study. *Educational Research*, 63(3), 302-318.
 50. Prentice, C., Dominique Lopes, S., & Wang, X. (2020). Emotional intelligence or artificial intelligence—an employee perspective. *Journal of Hospitality Marketing & Management*, 29(4), 377-403.
 51. Purnama, C. (2017). Emotional Intelligence and Occupational Health Impact on Employee Performance. *Journal of Health*, 7(3), 387-406.
 52. Rahman, M. K. U., & Haleem, F. (2018). Relationship between emotional intelligence and job satisfaction. *Middle East Journal of Business*, 13(2), 13–17.
 53. Rao, S., & Mishra, P. (2022). Disaster Preparedness in Indian States. *Journal of Risk and Resilience*, 9(3), 112–130.
 54. Razali, R. A., Wahab, S. R. A., Shaari, R., Azlan, S. N., & Taek-Hyun, S. (2022). The Influence of Emotional Intelligence on Employee's Job Performance in the Southern
 55. Salovey, P. & Mayer, J. D. (1989). Emotional Intelligence. *Imagination, Cognition and personality*, 9(3), 185-211.
 56. Salovey, P. & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition, and Personality*, 9(4), 205-236.
 57. Schlaegel, C., Engle, R. L., & Lang, G. (2022). The unique and expected effects of emotional intelligence dimensions on job satisfaction and facets of job performance: an exploratory study in three countries. *The International Journal of Human Resource Management*, 33(8), 1562-1605.
 58. Segon, M., & Booth, C. (2015). Virtue: The missing ethics element in emotional intelligence. *Journal of Business Ethics*, 128(4), 789–802.
 59. State of Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 12(8), 1678–1695.
 60. Terry, H. & Lonto, A.L. (2021) Emotional Intelligence and Creativity of History Teachers in International Joint Conference on Social Science (ICSS 2021) (PP-353-356) Atlantis Press.
 61. Vlachou, E. M., Damigos, D., Lyraikos, G., Chanopoulos, K., Kosmidis, G., & Karavis, M. (2016). The Relationship between Burnout Syndrome and Emotional Intelligence in Healthcare Professionals. *Health Science Journal*, 10(5), 1-9.
 62. Wadi, B. A. (2020). The Impact of Emotional Intelligence on Job Performance During COVID-19 Crisis: A Cross-Sectional Analysis. *Psychology Research and Behavior Management*, 4(2), 749–757.
 63. Winton, B. G. (2022). Emotional intelligence congruence: the influence of a leader and follower's emotional abilities on job satisfaction. *Leadership & Organization Development Journal*, 43 (5), 788-801.
 64. Zaman, N., Memon, K.N., Zaman, F., Khan, K. Z. & Shaikh, S.R. (2021). Role of emotional intelligence in job performance of healthcare providers working in public sector hospitals of Pakistan. *Journal of Mind and Medical Sciences*, 8(2), 245-251.