

Leadership Performance and Emotional Intelligence – A Study on Human Resource Management

Dr. R. Gopinath¹ and Dr. T. S. Poornappriya²

¹ D.Litt. (Business Administration) - Researcher, Madurai Kamaraj University, Madurai, Tamil Nadu, India, E-Mail: dr.raju.gopinath@gmail.com

² Data Scientist, Tech Mahindra Bengaluru, Karnataka, India
Email: poorna.priya23@gmail.com

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Abstract: The ability to identify and understand emotions, as well as its impact on behaviour and attitudes, is referred to as emotional intelligence. Those with a high level of emotional intelligence are aware of their own feelings as well as the emotions of others with whom they interact. Emotional intelligence entails being aware of and sensitive to the emotions of others, as well as the capacity to intuitively assist higher performance based on this understanding. Open communication, teamwork, and mutual respect between employees and their bosses define the modern workplace. Managers with emotional intelligence are better able to comprehend and motivate the individuals they supervise. Emotional intelligence has a significant impact on a manager's self-development and leadership abilities. Practicing activities that promote EI behaviour has good consequences that may be seen and evaluated in terms of increased productivity. Its influence can be seen in the development of positive relationships and the emotional commitment of employees. At a higher level, this builds organisational culture, sharpens resilience, and stretches flexibility, all of which result in a stronger competitive edge in the market in the long run. An empirical investigation of emotional intelligence characteristics such as self-awareness, self-regulation, motivation, empathy, and the EI scale among IT industry leadership HR people is presented in this study.

Keywords: Emotional Intelligence, Leadership, Human Resource Development, Information Technology

1. INTRODUCTION

Research on high-performance human resource (HR) practises has mostly focused on examining the influence of these practises on individual and organisational performance throughout the last few decades, expanding on Huselid's (1995) [1] study. According to this study, these techniques produce a variety of desired job results, making them valuable to businesses. A few studies interested in finding organisational and individual antecedents of the adoption of these successful practises [2] [3] contrast with the academic emphasis in showing the beneficial consequences of high-performance HR practises. Sector of activity, firm size, and the relative proportion of HR departments' employees within a firm, competitive strategy, and exposure to the HR

profession – participation of HR managers in decision making and their position in the company hierarchy, organisational culture, employee union membership rates, and firm age are among the antecedents, which arguably fall into the categories of market-related factors, business characteristics, and access to HR expertise[12].

Despite the fact that organisations operate in emotional environments, no previous theoretical or empirical study to our knowledge has addressed the impact of managers' emotional intelligence (EI[4]) on the adoption of high-performance HR strategies. Although some previous research has looked at the relationship between leaders' EI and followers' outcomes, such as motivation, job satisfaction, or willingness to go the extra mile, those studies recommend more research in this area, and its link to the adoption of HR practises in the firm has never been considered [13]. Some study claims have raised the point that research should look at the value of managers' EI in the workplace, and specifically each individual aspect that it is made up of [14]. The purpose of this research is to close this gap. Traditionally, reason – based on attributes such as a manager's academic background and technical understanding - was thought to be the most important aspect of effective management, but some academics believe that emotions are at the centre of all work relationships.

2. IMPORTANCE OF EMOTIONAL INTELLIGENCE IN HRM LEADERSHIP

Emotional intelligence is important for developing the required personality, achieving appropriate emotional maturity for one's age, and improving one's ability to self-adapt to stress and pressure in the conflicting position of one's life [5]. The development of a person's harmonious personality is largely dependent on his or her emotional intelligence. It permits a man to attain the highest peak and deepest depths in his quest for self- and other- satisfaction. Emotional intelligence encourages the desire to become more individualistic [15]. It permits one to communicate one's feelings and emotions at the proper time, while also comprehending one's own and others' feelings. Before getting to know others, Emotional Intelligence provides introspective understanding [16]. Knowing oneself and others would result in engagement between them.

Emotional Intelligence improves an artful leader's ability to use people and win their hearts. It allows the administrator to research and develop the staff. Attributing quantitative values to qualitative phenomena that are visible in everyone - a widespread marks system that quickly becomes the primary goal of students [6], [17]. As a result, emotional intelligence is a critical factor in determining a child's future career. Emotional intelligence can help teachers resolve past issues and both external and internal conflicts, as well as help them achieve emotional power and achieve their goals on all levels – physical, mental, spiritual, and emotional; and improve psychological abilities like memory, clarity of thought, and decision-making [7][8]. Learning difficulties, as well as a variety of workplace issues, are thought to stem from a lack of emotional awareness in early infancy. In this condition, emotional intelligence enables humans to respond to a range of environmental situations to the appropriate degree, at the appropriate time, for the appropriate purpose, and in the appropriate manner [18].

Emotional intelligence is a key aspect in health and ageing, since it allows people to live longer and has a favourable impact on an individual's ability to maintain mental and physical health. Emotional intelligence also allows you to take responsibility for your own feelings by expressing "I feel" rather than "I shouldn't have." Emotional intelligence aids teachers, administrators, students, and parents in increasing motivation, boosting communication, lowering stress, and strengthening decision-making power [19]. Emotional intelligence aids in coping with difficult situations as well. As a result, creating an emotional balance between a prospective stress condition and a reaction to it is crucial to stress management [9][10].

3. AN OVERVIEW OF EMOTIONAL INTELLIGENCE CONCEPTS

The idea of Emotional Intelligence (EI) has been proposed as a significant predictor of job performance. Though some aspects of the idea are debatable, the theme of EI continues to connect with business practitioners and academics. The attraction of EI has been reinforced by suggestions that it is a necessary component of successful work performance. Emotional Intelligence has received a lot of attention and generated a lot of

curiosity [20]. Emotional intelligence is defined as an individual's ability to control his or her emotions effectively, which includes the ability to monitor one's own, others' moods and emotions, distinguish between them, and utilise this information to guide one's thinking and behaviour. The evidence relating EI and job performance has been mixed. Some research has revealed evidence that EI has a positive impact on performance [21]. However, just one of the six measures of EI was shown to be associated to team performance, and EI was not connected to supervisor judgments of job performance. The difficulty of finding the variables mediating the linkages between EI and performance could be one explanation for the non-significant associations revealed [25]. In this context, five components of emotional intelligence have been discovered. Self-awareness, self-regulation, motivation, empathy, and social skills are the five components [26].

- **Self-Awareness:** Success is self-conscious; self-awareness is aware of one's own states, desires, resources, intuitions, and so on. It denotes the ability to identify, comprehend, and accept one's own moods, feelings, drives, strengths, and flaws, as well as the impact these have on others. Self-awareness, according to Goleman, consists of three key components: emotional awareness, accurate self-assessment, and self-confidence.
- **Self-Regulation:** Rather than ignoring or concealing sensations, self-regulation refers to managing and handling urges, painful feelings, and disruptions. Self-regulation aids in remaining composed, focused, and cool, as well as the ability to think effectively even when under duress. Self-control, trustworthiness, conscientiousness, adaptability, and innovation are the five steps of self-regulation.
- **Motivation:** Goal achievement is aided by motivation. It is the ability to work hard and persistently toward a goal. It gives us the motivation and passion to change our minds and deeds. Achievement drive, commitment, and initiative and optimism are three crucial motivating skills.
- **Empathy:** Empathy is the ability to comprehend or experience what another person is going through from their point of view, or the ability to put oneself in another's shoes. It can be referred to as the "basis" talent for all social abilities. People that are emotionally balanced are empathic rather than sympathetic. Understanding others, Service orientation, Leveraging diversity, Developing others, and Political awareness are all examples of empathy.
- **Social Skills:** Social skills are the abilities to communicate and connect with others through gestures, body language, and personal appearance, both orally and non-verbally. Humans are gregarious creatures who have devised a variety of methods for communicating our messages, thoughts, and feelings to others. Influence and Conflict Management are two of the competencies covered.

4. RESEARCH METHODOLOGY

4.1 Data Collection

The study is essentially an empirical one, with data gathered from both primary and secondary sources. A systematic questionnaire on the effects of emotional intelligence on HR leadership performance was administered to HR workers in Tamilnadu's IT sectors to obtain primary data. The secondary data, on the other hand, was gathered from a variety of IT professionals. For leadership performance, 370 IT HR workers responded.

4.2 Analysis of Data

A structured questionnaire was used to collect data from 370 employees, and the data was then computed using the SPSS (Statistical Package for Social Sciences) software for further statistical analysis. The perceptions of the respondents were tallied during the data analysis process, and the following statistical tools were used to output the results.

5. RESULT AND DISCUSSION

The disparities in perceptual scores among various demographic groups responders toward emotional intelligence parameters and leadership performance are discussed in this section. In this regard, respondents' opinions of numerous criteria are measured using a five-point scale approach, and the total score of each parameter is compared among different demographic groups of respondents. In addition, the hypothesis that "HR employees demographic profile (such as education qualification, age group, and gender) has no impact on their emotional intelligence and leadership performance" was examined in this study.

Table 1 depicts the perception analysis of the respondents on Emotional Intelligence components across their educational qualification.

Table 1: depicts the perception analysis of the respondents on Emotional Intelligence components across their educational qualification

Components	Qualification	N	Mean	Std.Dev	Std. Err	f-Value	p-Value
Self-Awareness	UG	200	48.83	3.296	0.233	11.027**	0.000
	Graduation	111	50.20	2.526	0.240		
	PG	59	50.78	4.399	0.573		
	Total	370	49.55	3.384	0.176		
Self-Regulation	UG	200	52.11	2.264	0.160	26.231**	0.000
	Graduation	111	53.05	3.952	0.375		
	PG	59	55.36	3.331	0.434		
	Total	370	52.91	3.236	0.434		
Motivation	UG	200	50.75	2.219	0.157	10.569**	0.000
	Graduation	111	51.59	3.423	0.325		
	PG	59	52.64	3.690	0.480		
	Total	370	51.30	2.960	0.154		
Empathy	UG	200	52.68	3.341	0.236	16.573**	0.000
	Graduation	111	54.08	3.377	0.321		
	PG	59	55.42	3.847	0.501		
	Total	370	53.54	3.579	0.186		
Emotional Intelligence Scale	UG	200	257.20	7.638	0.540	26.891**	0.000
	Graduation	111	261.90	13.475	1.279		
	PG	59	269.10	15.867	2.066		
	Total	370	260.51	11.979	0.623		

**Significance@1%level

The average score of respondents on self-awareness of emotional intelligence across their educational qualifications shows that postgraduates have the highest average score (50.78) and undergraduates have the lowest average score (48.83). Because the p-value 0.000 is less than 0.01 and the calculated F-value 11.027 is less than 0.01 at the 1% level, it is significant. This implies that there is a large variance in self-awareness across responders of various qualifications [22].

Based on the average rating of respondents on self-regulation of emotional intelligence across their educational qualifications, postgraduates have the highest average score (55.36) and undergraduates have the lowest average score (52.11). As a result, the estimated F-value 26.231 was deemed to be significant at the 1% level because the p-value is 0.000 and less than 0.01. This implies that there is a considerable difference in other self-regulation qualifications across responders.

According to the average score of respondents on motivation of emotional intelligence throughout their educational qualifications, postgraduates have the highest average score (52.64) and undergraduates have the lowest average score (50.75). As a result, the estimated F-value 10.569 was judged to be significant at the 1% level, with a p-value of 0.000 and less than 0.01. This implies that there is a considerable difference in motivation among respondents of varied qualifications.

According to the average score of respondents on Empathy of emotional intelligence throughout their educational qualifications, postgraduates have the highest average score (55.42) and undergraduates have the lowest average score (52.83). As a result, the estimated F-value 11.502 was judged to be significant at the 1% level, with a p-value of 0.000 and less than 0.01. This implies that there is a considerable variance in Empathy qualification among responders of various qualifications.

According to the above total score of the respondents on the emotional intelligence scale across their educational level, the majority of members are post graduates with a mean value of 269.10, and the least members are under graduates with a mean value of 257.20. As a result, the calculated f-value of 26.891 is significant at the 1% level because the p-value is less than 0.01. This suggests that differing qualifications of responders on the emotional intelligence scale have a substantial difference.

Table 2 gives the perception analysis of the respondents on Emotional Intelligence components between male and female.

Table 2: depicts the perception analysis of the respondents on Emotional Intelligence components across the employee gender

Components	Gender	N	Mean	Std.Dev	Std. Err	f-Value	p-Value
Self-Awareness	Male	352	49.57	3.410	0.182	0.408	0.687
	Female	18	49.28	2.886	0.680		
Self-Regulation	Male	352	52.93	3.225	0.172	0.579	0.570
	Female	18	52.44	3.518	0.829		
Motivation	Male	352	51.33	2.967	0.158	0.886	0.387
	Female	18	50.72	2.845	0.671		
Empathy	Male	352	53.53	3.593	0.192	0.240	0.813
	Female	18	53.72	3.375	0.795		
Emotional Intelligence Scale	Male	352	260.57	12.038	0.642	0.483	0.635
	Female	18	259.28	11.007	2.594		

**Significance@1%level

The average score of male and female respondents on self-awareness of emotional intelligence suggests that male applicants (49.57) are slightly higher than female respondents (49.28). The estimated F-value 0.408 is not significant with these mean value differences because the p-value 0.687 is bigger than 0.05. This implies that there is no substantial difference in self-awareness between male and female responders.

Based on the average score of male and female respondents on self-regulation of emotional intelligence, men candidates (52.93) scored slightly higher than female respondents (52.44). The estimated F-value 0.579 is not significant with these mean value differences because the p-value 0.570 is more than 0.05. This implies that there is no substantial difference in self-regulation between male and female responders.

When comparing male and female candidates' average scores on motivational emotional intelligence, male candidates (51.33) score slightly higher than female responses (50.72). As a result, the calculated F-value of 0.886 is not significant because the p-value of 0.387 is bigger than 0.05. This implies that there is no substantial difference in motivation between male and female responders.

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According to the average score of male and female respondents on Empathy of emotional intelligence, female respondents (53.72) are slightly higher than male respondents (53.53). As a result, the calculated F-value 0.240 from the mean value difference is not significant because the p-value 0.813 is more than 0.05. This implies that there is no substantial difference in Empathy responses between men and women. On the emotional intelligence scale, the majority of male respondents had a mean value of 260.57, which was somewhat higher than the female members' mean value of 259.28. Because the p-value of 0.635 is greater than 0.05, the calculated f-value of 0.483 is not significant. This means that on the emotional intelligence measure, there is no significant difference between male and female responders.

Table-8.4 represents about perceptive analysis of the respondents on Emotional Intelligence components across their age group.

Table 3: Perceptive analysis of the respondents on Emotional Intelligence components across their age group

Statements	Age Groups	N	Mean	Std. Dev	Std. Err	f-Value	p-value
Self-Awareness	20 - 30 years	230	48.72	3.355	0.221	14.160**	0.000
	31 - 40 years	113	50.78	2.780	0.262		
	41 - 50 years	23	51.74	3.744	0.781		
	51 - 60 years	4	50.00	3.367	1.683		
	Total	370	49.55	3.384	0.176		
Self-Regulation	20 - 30 years	230	52.10	2.683	0.177	18.296**	0.000
	31 - 40 years	113	53.84	3.585	0.337		
	41 - 50 years	23	56.17	3.486	0.727		
	51 - 60 years	4	54.50	1.291	0.645		
	Total	370	52.91	3.236	0.168		
Motivation	20 - 30 years	230	50.53	2.557	0.169	19.698**	0.000
	31 - 40 years	113	52.26	3.179	0.299		
	41 - 50 years	23	54.30	2.420	0.505		
	51 - 60 years	4	51.75	2.986	1.493		
	Total	370	51.30	2.960	0.154		
Empathy	20 - 30 years	230	52.76	3.453	0.228	14.566**	0.000
	31 - 40 years	113	54.49	3.341	0.314		
	41 - 50 years	23	56.87	3.065	0.639		
	51 - 60 years	4	52.25	3.403	1.702		
	Total	370	53.54	3.579	0.186		
Emotional Intelligence Scale	20 - 30 years	230	256.63	9.381	0.619	31.104**	0.000
	31 - 40 years	113	265.42	12.591	1.184		
	41 - 50 years	23	274.57	13.547	2.825		
	51 - 60 years	4	263.25	9.069	4.535		
	Total	370	260.51	11.979	0.623		

**Significance@1%level

The average score of respondents on self-awareness of emotional intelligence among their age groups is found to have the highest mean value (51.74) for 41–50-year-olds and the lowest mean value for 20–30-year-olds (48.72). Because the p-value 0.000 is less than 0.01 and the estimated F-value 14.160 is significant at the 1% level, the F-value 14.160 is deemed to be significant. This implies that there is a considerable variance in self-awareness among responders of various ages.

Based on the average score of respondents on self-regulation of emotional intelligence throughout their age groups, people of the 41–50-year age group (56.17) have the highest mean value and those of the 20–30-year age group have the lowest mean value (52.10). Because the p-value 0.000 is less than 0.01 and the estimated F-value 18.296 is significant at the 1% level, the F-value 18.296 is deemed to be significant. This implies that there is a considerable variance in self-regulation across responders of various ages.

In terms of the average score of respondents on motivation of emotional intelligence throughout their age groups, the highest mean value (54.30) was acquired by members of the 41–50-year age group, while the lowest mean value was obtained by members of the 20-30 year age group (50.53). Because the p-value 0.000 is less than 0.01 and the estimated F-value 19.698 is significant at the 1% level, the F-value 19.698 is deemed to be significant. This implies that there is a considerable difference in motivation among responders of various ages.

According to the average score of respondents on Empathy of emotional intelligence throughout their age groups, the highest mean value (56.87) was reached by members of the 41-50 year age group, while the lowest mean value was gained by members of the 20-30 year age group (52.76). Because the p-value 0.000 is less than 0.01 and the calculated F-value 14.566 is significant at the 1% level, the F-value 14.566 is significant at the 1% level. This implies that there is a considerable difference in Empathy between different age groups of responders.

The majority of members' age group is 41-50 years old, with a mean value of 274.57, and the least members age group is 20-30 years old, with a mean value of 256.63, according to the total score of different age groups respondents on the emotional intelligence scale. As a result, the calculated f-value of 31.104 is significant at the 1% level because the p-value is less than 0.01. This suggests that there is a considerable variance in emotional intelligence scores among responders of various ages.

Table 4 shows the respondents' perceptions on leadership performance components among their educational backgrounds. The average score of respondents on social skills of emotional intelligence across their educational qualifications shows that post graduates (54.90) have the highest average score and under graduates (52.83) have the lowest average score. As a result of the mean value difference, the calculated F-value of 11.502 is significant at the 1% level because the p-value of 0.000 is less than 0.01. This implies that there is a considerable disparity in social skills across responders of various qualifications.

Table 4: Perceptive analysis of the respondents on Leadership Performance components across their educational qualification

Statements	Age Groups	N	Mean	Std. Dev	Std. Err	t-Value	p-value
Leadership Performance	UG	200	52.68	3.341	0.236	16.573**	0.000
	Graduation	111	54.08	3.377	0.321		
	PG	59	55.42	3.847	0.501		
	Total	370	53.54	3.579	0.186		

Table 5 compares the perceptions of male and female respondents on leadership performance components. The average score of male and female respondents on social skills of emotional intelligence shows that male respondents had a somewhat higher mean value (53.21) than female respondents (53.11). As a result, the calculated F-value 0.141 from the mean value difference is not significant because the p-value 0.890 is more than 0.05. This implies that there is no substantial difference in social skills between male and female responders [24].

Table 5: Perceptive analysis of the respondents on Leadership Performance components between male and female

Statements	Age Groups	N	Mean	Std. Dev	Std. Err	t-Value	p-value
Leadership Performance	Male	352	53.21	3.064	0.163	0.141	0.890
	Female	18	53.11	2.908	0.685		

Table 6 shows the respondents' perceptions on leadership performance components based on their age group. The average score of respondents on social skills of emotional intelligence across their age groups shows that the highest mean value acquired by 41-50 year olds (55.48) and the lowest mean value received by 20-30 year olds is (52.53). Because the p-value 0.000 is less than 0.01 and the estimated F-value 12.349 is significant at the 1% level, the F-value 12.349 is deemed to be significant. This implies that there is a considerable variance in social skills across responders of various ages.

Table 6: Perceptive analysis of the respondents on Leadership Performance components across their age group

Statements	Age Groups	N	Mean	Std. Dev	Std. Err	t-Value	p-value
Leadership Performance	20 - 30 years	230	52.53	2.753	0.182	12.349**	0.000
	31 - 40 years	113	54.06	3.095	0.291		
	41 - 50 years	23	55.48	3.776	0.787		
	51 - 60 years	4	54.75	0.500	0.250		
	Total	370	53.21	3.053	0.159		

6. CONCLUSION

Emotional intelligence has become a critical component of how today's HR professionals deal with the complexities of the difficulties they face in the workplace. Emotional intelligence does not fit into the traditional model of leadership, which associates the leader with historically significant, charismatic, and often tyrannical characters. In recent years, Leadership Performance and Emotional Intelligence have become hot themes in business and management [23]. Emotional intelligence is the capacity to recognise and handle the emotions of those around you. The ability of leaders to keep their organisations on a successful course is constantly put to the test.

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