



## RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND WORKPLACE PRODUCTIVITY

<p><b>NILAKSHA SEN</b> Student, B. A. (H) Applied Psychology, Amity Institute of Psychology and Allied Sciences, Amity University, Uttar Pradesh Email id: nilaksha.sen@gmail.com</p>	<p><b>DR. SEEMA SINGH</b> Assistant Professor, Amity Institute of Psychology and Allied Sciences, Amity University, Uttar Pradesh Email id: ssingh1@amity.edu</p>
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### ABSTRACT

*Emotional intelligence is by and large of worldwide interest. It is pertinent for foreseeing organizational obligations and employees' work performance because most jobs require managing emotions. This study aims to explore the relationship between emotional intelligence and workplace productivity. Data were collected from 100 individuals using a survey comprising the Schutte Self-Report Emotional Intelligence Test and the Endicott Work Productivity Scale. Pearson Correlation Coefficient and Independent Sample Test were employed to analyse the figures. Results indicate that there exists a significant relationship between emotional intelligence and workplace productivity. Therefore, the higher the emotional intelligence, the higher is the workplace productivity. Additionally, it was seen that emotional intelligence increases with age and tends to be higher in women.*

**Keywords:** 'Emotional Intelligence', 'Productivity'.

### 1. Introduction

It is believed that individuals in the workplace can be more joyful and satisfied by raising their familiarity with their emotional intelligence. This is made conceivable by providing coaching, mentoring, and training to assist individuals with defeating the hindrances forestalling business achievement and is assumed to impact workplace productivity positively.

#### Emotional Intelligence

Emotional intelligence is the capacity to perceive our feelings, comprehend those, and acknowledge how our emotions influence individuals around us. It helps us understand, use, and deal

with our feelings in constructive means to alleviate pressure, communicate viably, understand others, overcome challenges and defuse conflict. A few analysts propose that emotional intelligence can be learned and reinforced, while others guarantee it's a natural trait. The ability to communicate and control feelings is fundamental, but so is the ability to identify the emotions coursing through others, interpret them, and respond to them. Clinicians allude to this capacity as emotional intelligence. A few specialists even propose that it tends to be of higher precedence than IQ in our overall achievement throughout everyday life.

In his book named, "Emotional

Intelligence - Why It Can Matter More Than IQ" 1995, Daniel Goleman, an American psychologist, built up a system of five components that characterize emotional intelligence, namely, self-awareness, self-regulation, motivation, empathy and social skills. Ciarrochi, Chan & Caputi (2000) basically assessed the Emotional Intelligence (EI) construct (the capacity to see, comprehend, and oversee feelings), as estimated by the Multi-Factor Emotional Intelligence Scale (MEIS) to Australian students alongside a set of IQ, character, and other important measures, including life fulfillment and relationship quality. It was also analyzed whether individuals high in EI were superior to others at dealing with their temperaments and keeping their states of mind from skewing their social decisions. Examinations uncovered that EI was not identified with IQ however was connected, true to form, to explicit character measures (e.g., sympathy) and to other rule measures (e.g., life fulfillment). EI was additionally identified with individuals' capacity to deal with their mood, yet not to their capacity to keep mentality from skewing their decisions. Intelligence level was shockingly determined with both these measures. The outcomes proposed that the EI build is particular and helpful, yet conventional IQ may likewise be significant in understanding emotional processes.

### **Workplace Productivity**

Workplace productivity is the efficacy in which assignments and objectives are completed for the organization. By making a productive work environment, advantages like profitability and worker confidence will be more discernible.

Workplace productivity can assume a decided role in workplace profitability. This is a territory over which organizations have some portion of control. The HR programming can assist and deal with the workplace, yet will need to connect with representatives positively and bolster them to upgrade profitability. Setting clear goals and expectations, empowering employees to manage their time, providing incentives through merit-based rewards, instituting ongoing education and training and regularly measuring progress help boost productivity. Michaelis, Wagner & Schweizer (2015) drawing on the information-based perspective on the firm, created and tested a hypothetical model connecting high-performance work systems (HPWS) and workforce productivity employing representative exchange and mix of knowledge. A trial of the model in undergraduates in Germany supports the recommendation that information exchange and combination play an intervening job. Nonetheless, knowledge-management effectiveness interacted. That is, knowledge exchange and combination intercedes the connection between HPWS and workforce productivity only when knowledge management is effective at medium and

significant levels, yet not at low levels.

commitments to their clients.

### **Emotional Intelligence in a Workplace**

Emotional intelligence is a necessity in all aspects of life. One such aspect is our professional life to understand and empathize with our co-workers. EQ influences the regular choices employers make, for example, advancing, recruiting and terminating workers.

About 75% of recruiting directors overviewed via Career Builder in 2011 said they valued a worker's EQ over their IQ. A further seventy-five percent said they would be bound to promote a representative with high emotional intelligence. The greater part (59%) said they wouldn't enlist an up-and-comer with a high IQ and low EQ. Cherniss (2000) spread out the historical backdrop of the idea of emotional intelligence as a territory of research and portray how it has come to be characterized and estimated. She alluded to a portion of the exploration connecting emotional intelligence with significant business related results, for example, leadership and profitability.

Given that emotional intelligence is so mainstream in the corporate area, and given that the idea is mental, it is significant for I/O therapists to comprehend what it implies. Additionally, while there are parts of the concept that are not new, a few viewpoints are. At last, emotional intelligence talks about how I/O therapists can make especially critical

A study by Feyerherm and Rice (2002) investigated the relationship between a team's emotional intelligence, a leader's emotional intelligence, and team performance. Twenty-six customer service teams and their leaders were studied using the three components of Salovey and Mayer's (1990) conception of emotional intelligence: Understanding emotion, managing emotion, and identifying emotions. Team members and two corporate directors assessed team performance using performance indicators using customer service, accuracy, productivity, and continuous improvement. Of the three components of emotional intelligence (EI) studied, only understanding emotion and managing emotion positively correlated with some team performance measures. Conversely, no correlations occurred between identifying emotions and any performance measure. The data illustrates, mainly that a negative relationship exists between team leader EI and team performance as rated by individuals. The only positive correlation was between team leader understanding emotion scores and customer service, as rated by managers. This result is unswerving with the findings stated that team EI formerly positively associates with customer service. After critical analysis of the conclusions of the previous studies, it can be highlighted that emotional intelligence does have a substantial positive effect on workforce productivity. Gainer (2018) found that non-cognitive abilities, like creativity, motivation, and self-control could have an

indispensable impact on social change. Correspondingly, Lam and Kirby (2010) investigated a positive relationship between EI and cognitive abilities to prove the hypothesis true.

## 2. Methodology

### Aim

To study and explore the relationship between emotional intelligence and productivity among employees in an organization.

### Objective

- i. To study the relationship between emotional intelligence and workplace productivity.
- ii. To study the relationship between age and emotional intelligence and workplace productivity.
- iii. To study the relationship between the factors of emotional intelligence and workplace productivity.
- iv. To study the gender difference between emotional intelligence and workplace productivity.
- v. To study the age difference between emotional intelligence and workplace productivity.

### Hypotheses

To examine the stated objectives, hypotheses have been formulated to investigate the associations between the variables.

H1. There will be a significant relationship between emotional

intelligence and workplace productivity.

H2. There will be a significant relationship between age and emotional intelligence.

H3. There will be a significant relationship between age and workplace productivity.

H4. There will be a significant relationship between the factors of emotional intelligence and workplace productivity.

H5. There will be a significant difference between emotional intelligence and workplace productivity among males and females.

H6. There will be a significant difference between emotional intelligence and workplace productivity among participants above and below 30 years.

### Design

Research design is the strategy, plan and structure of conducting a research study (Kweit and Kweit, 1981, in Leedy, 1993). It is the framework that has been designed to seek answers to research questions. This research involves empirical testing of hypotheses through different data analysis tools. Based on the objectives of the present study, the research design is exploratory and descriptive.

### Variables

The variables in the study are emotional intelligence and workplace productivity which is the dependent variable and independent variable, respectively. In order to measure the impact of the variables, some of the demographic variables have been grouped in cohorts. In the present study, the said variables are age and gender.

### Sample

This study revolves around productivity and emotional intelligence among employees. Employees working at a factory in Bangalore, India, constitute the universe for the study. The sample chosen for the same was 100 employees consisting of male and female subjects of ages above and below 30 years.

### **Description of Tools Employed**

Self-Report Emotional Intelligence Test:

Self-Report Emotional Intelligence Test developed by Schutte et al. (1998) has been utilized in the study. It contains 33 items to be evaluated on a five point Likert-type scale going from 1= strongly disagree to 5= strongly agree. Schutte et al. (1998) reported good internal consistency ( $\alpha = 0.90$ ) and good test-retest reliability ( $r = 0.78$ ) for the scale, when administered to adults. Furthermore, the instrument demonstrated significant predictive and discriminant validity. Moreover, this measure is brief, approved and in view of the applied model of Salovey and Mayer, 1990; and Mayer and Salovey, 1997. The utilization of this scale has likewise been suggested by Abraham (1999). It has also been used in various studies in India and has significant reliability. This instrument has also been used with success among Indian samples (Modassir & Singh, 2008; Kadam, Jadhav & Yadav, 2011).

Endicott Work Productivity Scale:

The Endicott Work Productivity Scale (EWPS) is a 25-item questionnaire

intended to evaluate the recurrence of work performance and productivity attitudes and behaviours over a scope of ailments. The instrument covers four domains: attendance, quality of work, performance capacity, and personal factors to include, social, mental, physical, and emotional. The reliability and validity of EWPS has only been tested in patients with depression. Moreover, the outcomes demonstrated good test-retest reliability with an intra-class correlation coefficient for the total EWPS score was 0.9. Internal consistency was found to be 0.93 in the psychiatric sample and 0.92 in the community sample (Cronbach's  $\alpha$ ). The content and criterion validity of the EWPS have not been assessed. The scoring technique is the sum of 25 items is scored based on a 5 point-scale. The total score ranges from 0 (best score) to 100 (worst score). In this scale, the higher the score, the lesser will be the productivity in the individual.

### **Procedure**

Test administration is one of the most pivotal strides in the research process because in the absence of correct administration of the tests, one can't get substantial and dependable outcomes. To draw out the right responses and for the willing cooperation of the subjects, the motivation behind the study was disclosed to them. Thus, to take the correct responses from the subjects, a brief talk was given to them to arouse their interest and motivate them. The guidelines given in each test were clarified in a predetermined way. Each subject was requested to feel comfortable and free to pose inquiries from the examiner

in the event that they felt any trouble in understanding the test items. They were additionally given full assurance by the examiner that the data gathered would be kept undisclosed. Each test was controlled as per the directions laid down in their respective manuals. The investigator put forth her best attempts to see that each subject had clearly understood what he was to do prior to beginning the test.

### Statistical Analysis

To analyze the data collected for the study, Pearson's Correlation Coefficient was employed to explore the relationship between emotional intelligence and workplace productivity along with age and the factors of emotional intelligence. Independent Sample Test was incorporated to study the difference between the primary variable, namely, emotional intelligence and workplace productivity.

### 3. Results

Table 1 indicates that there was a moderately positive and statistically significant correlation between employees' emotional intelligence and workplace productivity,  $r(98) = 0.44$ ,  $p = 0.000$ , along with the factors of emotional intelligence and workplace productivity. Hence, hypotheses H1 and H4 were accepted. (Refer Table 1).

Table 2 indicates that there was a moderately positive and statistically significant correlation between employees' emotional intelligence and

age,  $r(98) = 0.301$ ,  $p = 0.000$ . Hence, hypothesis H2 was accepted. However, there was no significant relationship between workplace productivity and age, thus rejecting hypothesis H3. However, there exists a negative relationship between the same. (Refer Table 2).

Table 3 indicates that females (emotional intelligence = 16.50, workplace productivity = 15.39) are more emotionally aware and, thus more productive than males (emotional intelligence = 10.62, workplace productivity = 11.06). Hence, hypothesis H5 was accepted. (Refer Table 3).

Table 4 indicates that population below 30 years (emotional intelligence = 14.89, workplace productivity = 15.21) is more emotionally aware and, thus more productive than population above 30 years (emotional intelligence = 10.77, workplace productivity = 11.73). Hence, hypothesis H6 was accepted. (Refer Table 4).

### 4. Hypotheses Testing

Hypothesis H1 states that there will be a significant relationship between emotional intelligence and workplace productivity. The results show that there was a moderately positive and statistically significant correlation between employees' emotional intelligence and workplace productivity,  $r(98) = 0.44$ ,  $p = 0.000$ , thus approving the hypothesis. The probable reasons for the same could show in three fundamental measurements in a working environment - awareness and regulation, empathy, and social skills.

According to hypothesis H2, there will be a relationship between emotional intelligence and age. The results show that there was a moderately positive and statistically significant correlation between employees' emotional intelligence and age,  $r(98) = 0.301$ ,  $p < 0.01$ . Hence, hypothesis H2 was accepted. Past literature suggests that emotional intelligence may increase with age and lead to higher EI levels in older adults. However, hypothesis H3 was disapproved since the results show no significant relationship between age and workplace productivity. Table 2 shows a negative relationship between age and workplace productivity. Previous collected works suggest workforce ageing decrease labour productivity.

Hypotheses H4 state that there will be a significant relationship between the factors of emotional intelligence and workplace productivity. Results confirm that with  $r(98) = 0.436, 0.466, 0.221$  and  $0.270$  for perception of emotions, managing one's emotions, managing others' emotions and utilization of emotion, respectively at  $p$  values of  $< 0.01$  and  $< 0.05$  levels of significance.

Hypothesis H5 states that there will be a significant difference between emotional intelligence and workplace productivity among males and females. Results show that females (emotional intelligence = 16.50, workplace productivity = 15.39) are more emotionally aware and, thus more productive than males (emotional intelligence = 10.62, workplace

productivity = 11.06). Hence, hypothesis H5 was accepted. Similarly, hypothesis H6 states that there will be a significant difference between emotional intelligence and workplace productivity among participants above and below the age of 30 years. Table 4 indicates that population below 30 years (emotional intelligence = 14.89, workplace productivity = 15.21) is more emotionally aware and, thus more productive than population above 30 years (emotional intelligence = 10.77, workplace productivity = 11.73). Hence, hypothesis H6 was accepted.

## 5. Discussion

The present study was done to explore the relationship between emotional intelligence and workplace productivity. A positive relationship between the said variables was expected. We also expected a positive relationship between workplace productivity and other emotional intelligence factors: perception of emotions, managing own emotions, managing others' emotions, and utilizing emotions. We found support for all hypotheses, except one. Hypothesis H3 was disapproved since there was no significant relationship between age and workplace productivity.

## Implications

Workforce productivity is one of a few kinds of efficiency that research analyst's measure. It can be estimated for a firm, a process, an industry, or a nation. It is frequently alluded to as work efficiency. Even with increasing popularity, emotional intelligence is still an alien concept to most organizations in India. It would be prudent

to invest in specific crucial interventions deemed fit by the organizations to overcome the gap in reaching ultimate worker efficiency. Emotional intelligence and workforce productivity, as noted above, is positively related to each other. Therefore, all factors must be considered, and necessary measures must be adopted for an overall positive working environment. A few employers have even consolidated emotional intelligence tests into their application and interview measures to hypothesize that somebody high in Emotional intelligence would increase workforce productivity and make an efficient employee and better leader.

The outcomes of this study open doors for future investigations laying the groundwork for continued research on emotional intelligence, factors of the same and workplace productivity. The use of EI and its benefits should be taken seriously in the workplace and further research must dig deeper to explore the potential advantages of emotional intelligence at work. It is observed that, in most cases, emotional intelligence and workforce productivity go hand-in-hand. Emotional intelligence is one of the central features one needs in their daily lives, including workplaces. It can be learned and developed. Future research should focus more on the positive outcomes of emotional intelligence and its effects on other professional or personal aspects of life.

### **Limitations**

Limitations of this study include limited generalizability due to smaller sample size. Moreover, the sample was heterogeneous concerning age, gender, job designation and department of employment. The study was not conducted on different industries, thus, it is not applicable for a particular sector. In addition to this, emotional intelligence and workplace productivity are independently influenced by several factors like work environment, company policies, co-workers, personalities and contextual conditions (COVID – 19) which can differ in the population and hence in the chosen sample.

### **6. Conclusion**

To summarize the study results, it can be concluded that there is a positive significant relationship between the two variables, emotional intelligence and workplace productivity; that is, with an increase in emotional intelligence, there will be a surge in workplace productivity. There is also a significant relationship between age and emotional intelligence, implying that one becomes more emotionally cognizant with increasing age. The results also specified that females are more emotionally intelligent than males and are more productive at work. The outcome analyzed also showed that the population below the age of 30 is higher in emotional intelligence and workplace productivity than the population of subjects above the age range. Hence, it was seen that the level of emotional intelligence increases with age and is higher in women.

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**LIST OF TABLES**

**Table 1**

*Correlation between Emotional Intelligence, Workplace Productivity, and Factors of Emotional Intelligence*

	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3	4	5	6
1. Emotional Intelligence	100	124.07	13.283	--					
2. Workplace Productivity	100	51.14	13.854	-0.444**	--				
3. Perception of Emotions	100	38.18	5.060	.866	-0.436**	--			
4. Managing Own Emotions	100	32.90	4.184	.839	-0.466**	.707	--		
5. Managing Others' Emotions	100	29.05	3.745	.795	-0.221*	.531	.609	--	
6. Utilisation of Emotions	100	23.45	3.267	.734	-0.270**	.554	.399	.474	--

*Note:* Using the Pearson's Coefficient Correlation, a relationship between emotional intelligence, workplace productivity and factors of emotional intelligence were established. \*\*p < 0.01 (two – tailed); \*p < 0.05 (two – tailed).

**Table 2**

*Correlation between Age, Emotional Intelligence and Workplace Productivity*

	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3
1. Age	100	1.5	0.503	--		
2. Emotional Intelligence	100	124.07	13.283	.301**	--	
3. Workplace Productivity	100	51.14	13.854	-.193	-.444**	--

*Note:* Using the Pearson's Coefficient Correlation, a relationship between emotional intelligence,

workplace productivity and age was established,  $**p < 0.01$  (two – tailed). Age: 1 – Below 30 years old, 2 – Above 30 years old.

**Table 3**

*Gender Difference between Emotional Intelligence and Workplace Productivity*

	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>	<i>t</i>	<i>df</i>	<i>p</i>
Emotional	0	61	125.57	10.62	1.36	1.42	98.00	0.16
Intelligence	1	39	121.72	16.50	2.64	1.30	58.20	0.20
Workplace	0	61	47.02	11.06	1.42	-3.99	98.00	0.00
Productivity	1	39	57.59	15.39	2.46	-3.72	62.90	0.00

*Note:* N: Frequency, M: Mean, SD: Standard Deviation, SEM: Standard Error of Mean, Gender: 0 – Male, 1 – Female.

**Table 4**

*Age Difference between Emotional Intelligence and Workplace Productivity*

	<i>Age</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>	<i>t</i>	<i>df</i>	<i>p</i>
Emotional	1	50	119.20	14.89	2.11	-2.36	98.00	0.02
Intelligence	2	50	126.58	10.77	1.52	-2.36	89.62	0.02
Workplace	1	50	54.18	15.21	2.15	2.24	98.00	0.03
Productivity	2	50	48.10	11.73	1.66	2.24	92.05	0.03

*Note:* N: Frequency, M: Mean, SD: Standard Deviation, SEM: Standard Error of Mean, Age: 1 – below 30 years, 2 – above 30 years.

