

# INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

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**A STUDY ON WORKER'S EMOTIONAL INTELLIGENCE IN SIPCOT INDUSTRIAL ESTATE, RANIPET**

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**ABSTRACT**

*Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behavior. On some level, we've always known that the ability to understand, monitor, manage and capitalize on our emotions that can help us make better decisions, cope with setbacks and interact with others more effectively.. This research study intends to explore the self-reported awareness and need for emotional intelligence of workers having responsibility to ensure the code of conduct.*

**KEYWORDS**

Intrinsic, Skills, Specific Knowledge, General Intelligence, Technical Skills, Workers.

**1.1 INTRODUCTION**

Identifying factors that are important for success in life has been a challenge to researchers since long. Even a decade before it was believed that traditional intelligence, which could be measured as Intelligence Quotient (IQ) was responsible for success in life. Based on this assumption a number of intelligence scales have been developed (for instance, Stanford-Binet test, Binet- Simon test, Wechsler Adult Intelligence test). Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behavior. On some level, we've always known that the ability to understand, monitor, manage and capitalize on our emotions can help us make better decisions, cope with setbacks and interact with others more effectively. The concept of emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Most of the authors on the topic note that in order to be a well adjusted, fully functioning member of society (or family member, spouse, employee, etc.), and one must possess both traditional intelligence (IQ) and emotional intelligence (dubbed EQ). Emotional intelligence involves being aware of emotions and how they can affect and interact with traditional intelligence (e.g., impair or enhance judgment, etc.). This view fits well with the commonly held notion that it takes more than just brains to succeed in life - one must also be able to develop and maintain healthy interpersonal relationships. Taken from this perspective, emotional intelligence is nothing new.

**1.2 OBJECTIVES OF THE STUDY****1.2.1 PRIMARY OBJECTIVES**

- To find out if there are differences across demographics and Emotional Intelligence of workers in SIPCOT Industrial Estate, Ranipet

**1.2.2 SECONDARY OBJECTIVES**

- To find out Emotional Intelligence of workers in SIPCOT Industrial Estate, Ranipet
- To study the different variables of emotion intelligence with regard to gender.
- To find the levels of Emotional Intelligence in Personal goals

### 1.3 SCOPE & PURPOSE OF THE STUDY

The purpose of this research study is to investigate the self-reported importance of emotional intelligence of workers SIPCOT Industrial Estate, Ranipet. This research study intends to explore the self-reported awareness and need for emotional intelligence of workers having responsibility to ensure the code of conduct. Furthermore, based on the conceptual framework described earlier, such awareness would imply that emotional intelligence used in the daily practice of a labour that would be important for success in handling disciplinary situations involving students. The results of this research will contribute to the literature of emotional intelligence and education, as well as support the need for labours to recognize and enhance their own ratings of emotional intelligence to perform their duties in a developmental perspective in place.

### 1.4 MODELS OF EMOTIONAL INTELLIGENCE

Two types of emotional intelligence models are available in the existing literature:

1. Ability model, which focuses on the mental abilities to define emotional intelligence and
2. Mixed models, which seek to define emotional intelligence as a mixture of abilities and some personality traits and characteristics.

## 2 LITERATURE REVIEW

**Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010)** investigated the trait emotional intelligence (trait EI or trait emotional self-efficacy) profiles of 512 students from five university faculties: technical studies, natural sciences, social sciences, arts, and humanities. Using the Trait Emotional Intelligence Questionnaire, it was hypothesized that (a) social sciences would score higher than technical studies in Emotionality, (b) arts would score higher than technical studies in Emotionality, (c) arts would score lower than technical studies in Self-control, and (d) there would be an interaction between gender and faculty, whereby female students would score higher than male students within the social sciences only. Several other exploratory comparisons were also performed. Results supported hypotheses (a), (b), and (d), but not hypothesis (c), although the differences were in the predicted direction.

According to **Nelis, Quoidbach, Mikolajczak and Hansenne (2009)** the construct of emotional intelligence (EI) refers to the individual differences in the perception, processing, regulation, and utilization of emotional information. As these differences have been shown to have a significant impact on important life outcomes (e.g., mental and physical health, work performance and social relationships), this study investigated, using a controlled experimental design, whether it is possible to increase EI. Participants of the experimental group received a brief empirically derived EI training (four group training sessions of two hours and a half) while control participants continued to live normally. Results showed a significant increase in emotion identification and emotion management abilities in the training group. Follow-up measures after 6 months revealed that these changes were persistent. No significant change was observed in the control group. These findings suggest that EI can be improved and open new treatment avenues.

**Hopkins & Bilimoria (2008)** explored the relation between emotional and social intelligence competencies and organizational success. The study showed not much of differences between male and female leaders in their demonstration of emotional and social intelligence competencies. It was also found that when it comes to competency demonstration most successful men and women were more the same than different. However gender did play a reasonable role in the relationship between the demonstration of these competencies and success.

Further male leaders were considered to be more successful, even though male and female leaders demonstrated the same level of competencies. The four competencies that divide the most successful male and female leaders from their typical counterparts were Self Confidence, Achievement Orientation, Inspirational Leadership and Change Catalyst.

**Koman, E. S., & Wolff, S. B. (2008)** examined the relationships among team leader EI competencies and team performance. The study was conducted on 349 aircrew and maintenance military team members participated representing 81 aircrew and maintenance teams. Results show that team leader EI is significantly related to the presence of emotionally competent group norms (ECGN) on the teams they lead, and that ECGN are related to team performance. These finding provides three suggestions. Firstly, Employee leaders with better EI competencies not only increase their own personal performance but also of the teams they lead. Secondly, by developing or hiring emotionally competent managers. Finally by developing emotionally competent first line leaders, organizations should develop emotionally competent executive leaders because each individual on the executive management team which influences the development of ECGNs on the teams he or she leads.

**Carmeli and Josman (2006)** research suggests possible connections between emotional intelligence and positive performance in the workplace, methodologically sound studies do not agree so. They say that even though research suggests that there is a connection between emotional intelligence and positive performance in the workplace, it is typically based on self reported assessment and it overlooks that work performance is actually multidimensional (task performance and organizational citizenship). Research suggests possible connections between emotional intelligence and positive performance in the workplace; methodologically sound studies do not agree so. Carmeli and Josman noted that task performance may not reveal the completeness of a leader's work role. Other behaviors like maintaining civil relationships and

helping subordinates with issues would also influence the work performance. Researchers explored two essentials of the leader: altruism (e.g., helping with a heavy workload) and general compliance (e.g., being punctual) could be the reasons that maintain the leader's respect from subordinates and could, therefore, impact subordinates' willingness to conscientiously perform work for the leader. Carmeli and Josman conducted a study on 215 employees in different organizations in Israel to see if there was a connection between emotional intelligence with both altruistic behavior and compliant behavior. Data was collected from subordinates and supervisors, as well as the participants themselves. Findings suggest that both altruism and compliance were related to task performance. Researchers also found that three elements of EI (appraisal and expression of emotions, regulation of emotions, and utilization of emotions) were related to task performance and to altruistic behaviors, but only partially to compliance behaviors.

**Brown, Bryant, and Reilly (2005)** in their study predicted a connection between transformational leadership (TL) and desirable outcomes. They also went on to say that they would find transformational leadership predicts desirable outcomes. Further they predicted that there would be a positive relation between EI and desirable outcomes, but were not sure if this relation would be a simple relationship or would only emerge after factoring out the effects of transformational leadership. The same authors also predicted that there would be a positive relation with transformational leadership and EQ (Bar-On, 1996) and a negative relation with contingent reward and with laissez-faire leadership styles. Further they went on to propose by adding EI as well as transformational leadership to a predictive model of desirable outcomes and predicted an interaction effect between EI and TL.

**Mumford, Zaccaro, Harding, Jacobs, & Fleishman (2000)** Note that, extensive research in the area of emotional intelligence has focused on leadership and fundamental workplace quality. Way before research in the area of EI had started, the Ohio State Leadership Studies reported that leaders who were able to establish mutual trust, respect, and certain warmth and rapport with members of their group were more effective. (Fleishman and Harris, 1962). However the result is not surprising given that many researchers have argued that effective leadership fundamentally depends upon the leader's capability to solve the complicated social problems which can take place in organizations.

## 3 RESEARCH DESIGN

### TITLE OF THE STUDY

- Workers Emotional Intelligence in SIPCOT Industrial Estate ,Ranipet

### FIELD OF THE STUDY

- The study has been conducted in SIPCOT Industrial Estate, Ranipet

### 3.1 SAMPLING DESIGN

- Sampling design used for the survey is Non Probability Sampling.

Sample Size: 150 employees



**3.2 SOURCE AND DATA COLLECTION OF THE STUDY**

The study has been undertaken by the use of both the primary data and secondary data.

❖ **PRIMARY DATA**

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. For this study, well-structured questionnaire was prepared for the collection of primary data from the respondents.

❖ **SECONDARY DATA**

Secondary data are those which have already been collected by someone else and which have already been passed through the statistical process. For this study, secondary data have been collected from books, journals, internet, reports and publications of the industry etc.

**4. FINDINGS****A. RESPONDENTS VIEW ON SELF AWARENESS FACTORS UNDER PERCENTAGE METHOD**

Majority (48%) of the respondents accepted the concept that they understand the feedback that others among self awareness factors given to them. Only 2% of the respondents are said that never things that happen in employee life make sense to them.

**B. RESPONDENTS VIEW ON MOTIVATION FACTORS UNDER PERCENTAGE METHOD**

Majority (49%) of the respondents are clear about their goals and their future among the motivational factors. Just 4% of the respondents find it hard to maintain their enthusiasm when they encounter setbacks.

**C. RESPONDENTS VIEW ON RELATIONSHIP MANAGEMENT UNDER PERCENTAGE METHOD**

Majority (59%) of the respondents are agreeing with the statement that the decisions that employees make are based on facts.

**D. RESPONDENTS VIEW ON MOTIVATION FACTORS UNDER WEIGHTED AVERAGE METHOD**

Employees are clear about their goals for the future stands first among respondents view on Motivation Factors

**5. SUGGESTIONS**

- Work related factors interfering with personal life were the highest for the 35 – 45 years age group followed by the 45 – 55 years age group. This group usually involves people in the middle management or the senior management positions. In order to help them improve their work – life balance it is recommended that people at the middle and senior management delegate work to their subordinates with confidence. This will provide more personal time to people at the 35 – 55 years age and also by delegating and distributing the work equally among their subordinates, will help them learn new skills and gain better knowledge regarding the next position in the hierarchy that they will be working in the future. This will help the organizations save training costs that they invest in enhancing the skills of the new managers as they would have already gained the knowledge through practical experience. This will further help budding manager's manage their teams effectively and efficiently contributing to improved employees satisfaction and improved organizational performance.
- Organizations should clearly define the roles and responsibilities for each and every employee so that there is a clear objective laid down by the organization as to who is accountable for what and does no extra work.
- Lack of work - life balance was more for employees who were in the same position for six years and more. It is recommended that organizations change the profile of their employees by providing them lateral movements every four years. This will reduce the monotonous job that employees do by providing change in profile. Employees will find new profile interesting and challenging and this will bring out the best in every employee. Further employees also gain knowledge about different profiles. This strategy will help the employees love their job and experience better work – life balance.
- Organizations can improve the work – life balance of their employees by encouraging the concept of job sharing.
- The level of use of emotions to facilitate performance generally increased with overall experience and was the highest for professionals with twenty years or more experience. Use of emotions to facilitate performance is considered to be the most important dimension of emotional intelligence. It relates to the ability of a person to make use of his or her emotions by directing them toward constructive activities and personal performance. A person who is highly capable in this dimension would be able to encourage him- or herself to do better continuously. He or she would also be able to direct his or her emotions in positive and productive directions. It is recommended that organizations take initiatives to improve the emotional intelligence level of their employees as soon as they become part of the organization, instead of the employees improving their emotional intelligence level through gaining experience which takes a long time. Organizations should invest on improving the emotional intelligence of their employees at the very initial stage. This will help build better and efficient managers and leaders for the future.
- Organizations should take up the initiative of improving and enhancing the emotional intelligence of their employees. This can be done by designing and providing effective training to their employees.
- Appraisal and recognition of emotions in others significantly influenced work related factors interfering with personal life.

**6. CONCLUSION**

Emotional Life Balance of employees is an issue that has attracted the interest of workers and the leaders of the world. Managing both professional and personal life effectively and efficiently has become a major challenge for the employees. The organizations need to make efforts to develop effective Emotional Intelligence policies and encourage their employees to make use of the available policies. This will help increase organizational commitment, improve productivity, efficiency, retain best talent and motivate the employees to give their best. This study confirms that both emotional intelligence and work – life balance together create organizational success and develop competitive advantage for the organizations. Thus the human resources team and the leadership team of organization should take the initiative of enhancing and improving the emotional intelligence skills of their employees.

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