

EMOTIONAL INTELLIGENCE OF EMPLOYEES AT WORK PLACE

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Abstract: Emotional intelligence is the ability to understand the emotions. Employees in most of the enterprises are full of stress and emotional imbalance. As a result both the employer and employees are facing problems in their work place and family. So a study was undertaken in Theni District of Tamilnadu among the 100 employees of different private organisations to analyse their emotional intelligence at their work place. It also tries to increase the employees' emotional intelligence at work place and to help outstanding performance in future. Emotional Intelligence calls for recognizing and understanding of the issues in the organizations on the basis of the results organization can choose a strategy and actions to improve the performance of their employees. Emotional Intelligence of private employees at work place was measured by relationship factors, adaptability factors, initiative the employee, responsibility factors, leadership factors, optimism, team building, loyalty factors, emotional competence, empathy towards employee. Based on the study suitable remedies were suggested.

Key Words: Emotions, Employees, Relationship factors, Initiative factors, Leadership factors, Empathy.

I. INTRODUCTION

“Emotional Intelligence is the ability to sense, understand, worth and effectively apply the ability of emotions as a supply human energy, data, trust, creativeness and influence” – DANIEL GOLEMAN

Emotional intelligence refers to the flexibility to understand, control and appraise emotions. Some researchers recommend that emotional intelligence may be educated and strengthened, whereas alternative states it is an indorn charecteristics. Many tools are developed to check the extent of emotional intelligence, with completely different content and approach . If the emotional intelligence of an employee is high they are able to specific in an exceedingly healthy approach and perceive the emotions they work with, therefore enhancing the work relationships and performance. Having the ability of emptional intelligence facilitate the workers sensible and have simpler self management. Emotional Intelligence permits each individual to perform creatively and to overlap the general intelligence with some extent.

II. SCOPE OF THE STUDY

The scope of the study is to increase the employees emotional intelligence at work place and to help in future why some employees are outstanding performers while others are not. Emotional Intelligence calls for recognizing and understanding of the issues in the organizations on the basis of the results organization can choose a strategy and actions to improve the performance of their employees.

III. OBJECTIVES OF THE STUDY

To examine the determinants of emotional intelligence of employees at work place
To know extent of employees' awareness towards emotional intelligence

IV. REVIEW OF LITERATURE

Goleman (1998) “Working with emotional intelligence” experience research in over 200 companies and organizations throughout the world shows that two-thirds of the difference is due to emotional competence while one-third of the difference is due to technical skill and cognitive ability.

Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010) in thier study “Trait emotional intelligence profiles of students from different university faculties” revealed that in emotionality social science and arts score is higher than technical studies. In self control arts score lower than technical studies. In interaction between gender and faculty female students score higher than males students in social science.

Koman, E. S., & Wolff, S. B. (2008) "Emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on team performance" studies the relationships among emotional intelligence competencies of team leader and team performance. The study was done among 349 aircrew and maintenance military team members participated representing 81 aircrew and maintenance teams. Results shows that team leader emotional intelligence is significantly related to the presence of emotionally competent group norms

Nelis, Quoidbach, Mikolajczak and Hansenne (2009) in their study "Emotional Intelligence Interventions to Increase Student success" focused on perception, processing, regulation, and utilization of emotional information among individuals. They found that there is a significant increase in identification and management of emotion among the training groups. The study revealed that after six months there is no change in the emotions. They suggested new techniques to improve emotional intelligence.

V. METHODOLOGY

The study is descriptive in nature; relevant information has been collected from primary and secondary data. Sampling technique was used to collect information from 100 respondents from various private organisations in Theni District of Tamilnadu. The data was collected through structured form that was divided into 2 components. The respondents were asked to reveal their personal characteristics in the first part of the questionnaire and the second part reveals the level of emotional intelligence of the workers. The secondary information was collected from numerous journals, articles, analysis report etc,

VI. RESULT AND DISCUSSION

Emotional Intelligence of private employees at work place was measured by relationship factors, adaptability factors, initiative the employee, responsibility factors, leadership factors, optimism, team building, loyalty factors, emotional competence, empathy towards employee.

Relationship factors:

Under relationship factor 5 respondents disagree that they work under pressure. 5 respondents neither agree or disagree that they work under pressure. 15 respondents agree that they work under pressure, 5 respondents neither agree or disagree that they build rapport and keep others in the loop. 10 respondents agree that they build rapport and keep others in the loop. 10 respondents strongly agree that they build rapport and keep others in the loop, 5 respondents strongly disagree that they make and maintain personal friendships among work associates. 5 respondents neither agree or disagree that they make and maintain personal friendships among work associates. 15 respondents agree that they make and maintain personal friendships among work associates, 10 respondents disagree that they remain undisturbed during the critical. 5 respondents neither agree or disagree that they remain undisturbed during the critical. 5 respondents strongly agree that they remain undisturbed during the critical, 10 respondents neither agree or disagree that they appeal to the core values of the group to clarify the alternative and make the right decision, 10 respondents agree that they appeal to the core values of the group to clarify the alternative and make the right decision. 5 respondents strongly agree that they appeal to the core values of the group to clarify the alternative and make the right decision.

Adaptability factors:

Under adaptability factor 10 respondents disagree that they up prejudices and intolerance. 15 respondents agree that they up prejudices and intolerance, 5 respondents strongly disagree that they it is necessary, they can take decisions independently of my position in the organization. 5 respondents neither agree or disagree that they when it is necessary, they can take decisions independently of my position in the organization. 5 respondents agree that they when it is necessary, they can take decisions independently of my position in the organization. 10 respondents strongly agree that they when it is necessary, they can take decisions independently of my position in the organization, 5 respondents strongly disagree that they have good understanding of the forces that shape the views and actions of clients, customers or competitors. 15 respondents agree that they have good understanding of the forces that shape the views and actions of clients, customers or competitors. 5 respondents strongly agree that they have good understanding of the forces that shape the views and actions of clients, customers or competitors, 5 respondents strongly disagree that they consistently challenge bias and intolerance. 10 respondents disagree that they consistently challenge bias and intolerance. 10 respondents strongly agree that they consistently challenge bias and intolerance, 5 respondents neither agree nor disagree those they decisive, and able to make sound decisions despite uncertainties and pressures. 10 respondents agree that they decisive, and able to make sound decisions despite uncertainties and pressures. 10 respondents strongly agree that they decisive, and able to make sound decisions despite uncertainties and pressures, 5 respondents disagree that they seek out relationships that are mutually beneficial. 10 respondents neither agree or disagree that they seek out relationships that are mutually beneficial. 5 respondents agree that they seek out relationships that are mutually beneficial. 5 respondents strongly agree that they seek out relationships that are mutually beneficial

Initiative of the employee:

Under initiative of the employee 5 respondents strongly disagree that they consider themselves as an effective person, capable of taking on challenges and master new tasks. 5 respondents disagree that they consider themselves as an effective person, capable of taking on challenges and master new tasks. 5 respondents neither agree or disagree that they consider themselves as an effective person, capable of taking on challenges and master new tasks. 10 respondents agree that they consider themselves as an effective person, capable of taking on challenges and master new tasks, 25 respondents strongly disagree that they operate more from the expectation of success for fear of failure, 5 respondents strongly disagree that they actively seek out opportunities to meet the group's mission. 5 respondents disagree that they actively seek out opportunities to meet the group's mission. 5 respondents neither agree nor disagree that they actively seek out opportunities to meet the group's mission. 5 respondents agree that they actively seek out opportunities to meet the group's mission. 5 respondents strongly agree that they actively seek out opportunities to meet the group's mission, 5 respondents disagree that they insist on getting my goals despite obstacles and setbacks that occur. 5 respondents neither agree nor disagree that they insist on getting my goals despite obstacles and setbacks that occur. 10 respondents agree that they insist on getting my goals despite obstacles and setbacks that occur. 5 respondents strongly agree that they insist on getting my goals despite obstacles and setbacks that

Responsibility factors:

Under responsibility factors 5 respondents strongly disagree that they provide original solutions to problems. 5 respondents neither agree or disagree that they provide original solutions to problems. 15 respondents strongly agree that they provide original solutions to problems, 5 respondents disagree that they do not hesitate to deal with challenging goals and take calculate risks. 5 respondents neither agree or disagree that they do not hesitate to deal with challenging goals and take calculate risks. 15 respondents agree that they do not hesitate to deal with challenging goals and take calculate risks, 5 respondents disagree that they take responsibility for my actions. 10 respondents neither agree or disagree that they take responsibility for my actions. 10 respondents agree that they take responsibility for my actions.

Leadership factors:

Under leadership factors 10 respondents neither agree or disagree that they respect and relate well to people from varied backgrounds. 10 respondents agree that they respect and relate well to people from varied backgrounds. 5 respondents strongly agree that they respect and relate well to people from varied backgrounds, 5 respondents neither agree or disagree that they mentor, give timely coaching ,and offer assignments that challenge and grow a person's skill . 10 respondents agree that they mentor, give timely coaching ,and offer assignments that challenge and grow a person's skill. 10 respondents strongly agree that they mentor, give timely coaching, and offer assignments that challenge and grow a person's skill.

Optimism:

Under optimism 10 respondents agree that they helps out based on understanding other people's needs and feelings. 15 respondents strongly agree that they helps out based on understanding other people's needs and feelings, 5 respondents disagree that they have confidence in themselves as . 5 respondents neither agree or disagree that they have confidence in themselves as. 5 respondents agree that they have confidence in themselves as . 10 respondents strongly agree that they have confidence in themselves as, 5 respondents strongly disagree that they have a guiding awareness of my values and goals. 5 respondents neither agree or disagree that they have a guiding awareness of my values and goals. 5 respondents agree that they have a guiding awareness of my values and goals. 10 respondents strongly agree that they have a guiding awareness of my values and goals, 10 respondents neither agree or disagree that they organized and careful with my work. 5 respondents agree that they organized and careful with my work. 10 respondents strongly agree that they organized and careful with my work.

Team building :

Under team building 15 respondents agree that they draw all members into active and enthusiastic participation . 10 respondents strongly agree that they draw all members into active and enthusiastic participation .

Loyalty factors:

Under loyalty factors 5 respondents disagree that they don't hesitate to skip the usual routines when it is necessary to carry out the work. 5 respondents neither agree or disagree that they don't hesitate to skip the usual routines when it is necessary to carry out the work. 10 respondents agree that they don't hesitate to skip the usual routines when it is necessary to carry out the work. 5 respondents strongly agree that they don't hesitate to skip the usual routines when it is necessary to carry out the work .

Emotional competence:

Under emotional competence 10 respondents neither agree or disagree that they know that emotional they feeling at every moment and why. 10 respondents agree that they know that emotional they feeling at every moment and why. 5 respondents agree that they know that emotional they feeling at every moment and why.

Under emotional competence 5 respondents strongly disagree that they willing to sacrifice themselves as in the name of the organization's goals. 5 respondents neither agree nor disagree that they willing to sacrifice themselves as in the name of the organization's goals. 5 respondents agree that they willing to sacrifice themselves as in the name of the organization's goals. 10 respondents strongly agree that they willing to sacrifice themselves as in the name of the organization's goals.

Empathy Towards Employee:

Under empathy towards employee 10 respondents neither agree nor disagree that they show sensitivity and understand others perspectives. 5 respondents agree that they show sensitivity and understand others perspectives. 10 respondents agree that they show sensitivity and understand others perspectives, 5 respondents neither agree nor disagree that they show they promote actions that encourage a climate of friendship in them. 15 respondents agree that they promote actions that encourage a climate of friendship within them. 5 respondents strongly agree that they promote actions that encourage a climate of friendship within them.

VII. SUGGESTIONS

- As the study area was a rural background no recreational facilities were provided to their workers to maintain their emotional level. It is better to provide adequate recreational facilities to the employees which helps the superior and sub-ordinate relationship and mainly reduces job related stress.
- Open discussion within every employee in all departments can be made as a regular practice every week to know and understand the views of the employees. It can be used to solve workplace hurdles and it may also serve as a source to get new productive solution.
- For better organizational climate and culture, the enterprises can hire emotionally matured persons in future to develop the level of emotional intelligence among the existing employees, thereby enabling them to face and overcome tremendous challenges at work.
- Emotional intelligence has gained good recognition among the individuals, but still the awareness level among all the employees should be increased. Basic awareness on emotional has to be created among the employees. Every individual in the enterprise has to identify their strength and weaknesses to have control over their emotions
- Emotional intelligence must be promoted among the employees and managers by regularly conducting 'Emotional Competence' training programme.
- The leaders of the organization must develop emotional stability to ensure the physical and mental health of the self and that of the serving organization.

VIII. CONCLUSION

Emotional intelligence plays an important role for employees in the organization. This paper has made a better understanding about emotional intelligence and control over the emotion. Handling emotions is an important requirement for every organisation and its employees as well. This will help to increase organizational commitment, improve productivity, efficiency, preserve 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 organizations.

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