

A Study on Emotional Intelligence Selected in Textile Shop Employees with Special Reference to Thanjavur City

K. Vijay¹, U. Vijay Shankar²

¹MBA Student, Department of MBA, PRIST University, Thanjavur, India

²Associate Professor, Department of MBA, PRIST University, Thanjavur, India

Abstract: This paper presents a study on emotional intelligence selected in textile shop employees with special reference to Thanjavur City.

Keywords: Emotional Intelligence

1. Introduction

A. Meaning of emotional intelligence

Companies that have excellent leadership usually have managers with the ability to have emotional intelligence. This means the leaders are able to understand and facilitate emotion in the workplace. They know how to display the correct type of emotions to their employees. They treat their employees fairly and without immature or irresponsible methods

Damian does not handle pressure very well. Although he is intelligent and has the technical skills for the job, he makes many poor decisions. Managers with emotional intelligence are able to stay calm under pressure and are compassionate, empathetic and excellent motivators. These managers have the ability to regulate their emotions. This means they do not over-react to issues and are calm in the face of turmoil.

El Hero has spent time spying on Damian in the workplace. A major crisis with a client developed and Damian could not handle the stress. He came out of his office and started screaming at the first employee he could find. He was belligerent and acted immature. He should have handled the client issue by investigating the source of the problem. He then should have tried to fix the issue as quickly as possible instead of just placing blame. El Hero has decided to spare Damian. Instead of elimination, Damian will be forced to attend an emotional intelligence training program. In compassionate and learn conflict management skills.

1. *Perceiving emotions:* the ability to detect and decipher emotions in faces pictures, voices, and cultural artifacts - including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional makes all other processing of emotional information possible.

2. *Using emotions:* the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can

capitalize fully upon his or her changing moods in order to best fit the task at hand.

3. *Understanding emotions:* the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, the understanding and ability to recognize and describe how emotions evolve over time.

4. *Managing emotions:* the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The ability EI model has been criticized in the research for lacking face and predictive validity in the workplace.

B. Mixed model

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main EI constructs (for more detail see "What Makes a Leader" by Daniel Goleman, best of Harvard Business Review 1998):

1. *Self-awareness:* the ability to know one's emotions, strengths, weaknesses, drives values and goals and recognizes their impact on others while using gut feelings to guide decisions.

2. *Self-regulation:* involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.

3. *Social skills:* managing relationships to move people in the desired direction

4. *Empathy:* considering other people's feelings especially when making decision

5. *Motivation:* being driven to achieve for the sake of achievement. Goleman includes a set of emotional competencies within each construct of EL.

Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere "pop psychology" (Mayer, Robert,

& barsade, 2008).

Measurement:

Two measurement tools are based on the Goleman model

The Emotional Competency Inventory (ECI), which was created in 1999, and the Emotional and Social Competency Inventory (ESCI), a newer edition of the ECI was developed in 2007. The Emotional and Social Competency- University Edition (ESCI-U) is also available. These tools developed by Goleman and Boyatzis provide a behavioral measure of the Emotional and Social competencies.

The Emotional Intelligence Appraisal, which was created in 2001 and which can be taken as a self-report or 360-degree assessment.

Trait model:

Konstantin's Vasilis Petrides ("K. V. Petrides;) proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous publications. Trait EI is "a constellation of emotional self.

Perceptions located at the lower levels of personality." In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions a self-perceived abilities and is measured by self-report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait EI model is general and subsumes the Goleman model discussed above. The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it.

Measurement:

There are many self-report measures of EI, including the EQ-i, the Swinburne University Emotional Intelligence Test (SUEIT), and the Schutte EI model. None of these assess intelligence, abilities, or skills (as their authors often claim), but rather, they are limited measures of trait emotional intelligence. One of the more comprehensive and widely researched measures of this construct is the Trait Emotional Intelligence Questionnaire (TEIQue), which was specifically designed to measure the construct comprehensively and is available in many languages.

The TEIQue provides an operationalization for the model of Petrides and colleagues that conceptualizes EI in terms of personality. The test encompasses 15 subscales organized under four Factor; well-being, self-control, emotionality, and sociability.

C. Importance of emotional intelligence

Anger:

Fury, outrage, resentment, wrath, exasperation, vexation,

acrimony, annoyance, irritability, hostility and, at the extreme, pathological hatred and violence.

Sadness:

Grief, sorrow, cheerlessness, gloom, melancholy, self-pity, lone line, dejection, despair and pathological severe depression

Fear:

Anxiety, apprehension, nervousness, concern, misgiving, wariness, qualm, dread, thrill, rapture, gratification, satisfaction, euphoria, euphoria, ecstasy and at the extreme, mania.

Enjoyment:

Happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual, pleasure, thrill, rapture, gratification, satisfaction, euphoria, ecstasy and at the extreme, mania.

Love:

Acceptance, friendliness, trust, kindness, affinity, devotion, adoration and infatuation.

Surprise: Shock, astonishment, amazement and wonder

Disgust: Contempt, disdain, scorn, abhorrence, aversion, distaste and revulsion.

2. Review of literature

A. Emotional Intelligence

Research on EI is focused on establishing EI as a distinct and independent intelligence, its relationship with job performance and on how EI influence effective leadership specifically transformational and transactional leadership behavior. EI has been undoubtedly established as an independent intelligence satisfying the criteria for intelligence. However, the relationship of EI with performance is often contradictory with one research concluding a strongly significant relationship to the other finding a weak relationship between EI and job performance and same trend is reflected for EI's effect on leadership effectiveness.

B. About EI

Salovey & Mayer (1990) documented a framework for EI. They traced the roots of EI to social intelligence and highlighted how the concept of emotion had been used in traditional intelligences. They explained that EI is associated with positive mental health and emotionally intelligent people are a pleasant company whereas those lacking in EI are generally maladjusted to their environment.

Mayer & Salovey (1997) explained the evolution of the concept of EI and put forth their 4 branch ability model of EI. They cited the role of EI in schools, at home, workplace and in other work settings. They also purported that EI skills can be acquired through education like other skills.

George (2000) explained the role of EI through description of four aspects of Mayer & Salovey's model (1990) in effective leadership. The four components of EI i.e. the appraisal & expression of emotion, use of emotion to enhance cognitive processes & decision making, knowledge about emotions and

management of emotions and five essential elements of effective leadership i.e. development of collective goals & objectives; instilling in others an appreciation of the importance of work activities; generating and maintaining enthusiasm; confidence, optimism cooperation and trust; encouraging flexibility in decision making and change and establishing and maintaining a meaningful identity for an organization were studied.

Mayer, Caruso & Salovey (1999) conducted a research in order to identify whether EI conforms to the criteria for it to be considered as an intelligence i.e. EI must measure mental performance in terms of correct and incorrect answers, EI abilities should be correlated yet distinct from the already existing intelligences and EI must develop with age. Two studies were conducted as part of this research using Multifactor EI Scale (MEIS). Study 1 was conducted on 503 adults from diverse sources i.e. college students, corporate employees, executives etc. Results from study 1 confirmed that EI can be considered a new type of intelligence and EI was found to moderately correlate with a measure of verbal intelligence. Study 2 was conducted on 229 adolescents and the results were compared with the scores in study 1. The findings from study 2 revealed that adults scored higher on EQ than adolescents. Therefore, it was concluded that EI can be considered as a full-fledged Intelligence satisfying the three point criteria.

Sherlock (2002) reviewed the literature and suggested the incorporation of EI into the curriculum of international education. Based on Goleman’s notion that EI can be taught and arguments and researches supporting the need for both intellectual and emotional development of students through education, the study recommended that values like open-mindedness, inclusion, respect and tolerance can be developed by propagating the development of EI in students.

3. Research methodology

A. Research meaning

Research is an art of scientific investigation. According to Redman and Mary defines change as a "systematic effort to gain knowledge."

Research methodology is way to systematically solve the research problem. it is a plan of action for a research project and explains in detail how data are collected and analyzed. This research study is a descriptive research study

B. Research design

A research design is a plan that specifies the objectives of the study method to be adopted in the data collection, tools in data analysis and hypothesis to framed. A research design is an arrangement of condition for collection that and analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure.

C. Data collection

Primary data:

The primary data are collected from the employees of textile shop through a direct structured questionnaire.

Secondary data:

Company profile, website, magazines, articles were used widely as a support to primary data.

D. Sampling size and technique

Size of the sample:

It refers to the number of items to be selected from the universe to constitute as a sample.

In this study 100 employees of textile shop in Thanjavur was selected as size of sample.

Sample design:

A statistical sample is miniature picture or cross section of the entire group or aggregate from which the sample is taken. The whole universe was divided into 4 stratum which consist executives from E1 level to E8 level.

Population design:

He Textile employees in the Thanjavur. It is finite population. There are five departments for the organization for this study I have taken all department employees.

Questionnaire:

The questionnaire consists of a variety of to the employees for the response. Dichotomous questions, multiple choice questions were used in constructing questionnaire.

E. Tools and techniques used in the study

Statistical tools used:

To analysis and interpret collected data the following statistical tools were used.

- Percentage method
- Chi-square analysis
- Anova
- Correlation

Percentage method:

The percentage is used for making comparison between two or more series of data. It is used to classify opinion of the respondent for different factors. It is calculated as,

$$\text{percentage of respondent} = \frac{\text{No. of respondents favorable}}{\text{Total of respondents}}$$

Scope of study:

The scope mainly covers only with the emotional intelligence in selected textile shop employees with special reference to Thanjavur city. This study was conducted for the period of two months.

Objective of the study:

- To study the Emotional Intelligence level among of

the executives.

- To find out the potential level of executives for learning practical skills.
- To find out the impact of components of emotional intelligence in determining the level of emotional intelligence.
- To find out the difference in emotional intelligence competencies among the various levels of executives.
- To suggest measure to improve the emotional intelligence competence.

Statement of problem:

There are various problem which continuously arise among workers such as pay and emotion. Emotional intelligence even through management takes adequate measures provides almost all the facilities and amenities required by the workers, there are workers who are be analyzed. Thus in the management point of view, these emotional workers are to be identified and still more the emotional. Thus the reason for such factors which causes Emotions are to and effective measure are to be improved to make their performance in effective manner.

Limitation of the study:

- The study is restricted to textile shop Thanjavur no comparison is made between other worker and similar to big temple in the Thanjavur.
- This study is only for the short period of 2months.
- Personal opinion of the workers is the base for the present study. Therefore, chances of personal bias in the opinion cannot be ruled out.
- The results of the study cannot be generalized to the whole of textile shop Thanjavur due to demographical differences.

Chi Square Test:

Calculated value $\chi^2 = 8.06392$

Degree of freedom = $(R-1)(C-1) = (4-1)(5-1) = 12$

The table value of χ^2 for 12 degree of freedom at 5 percent level of significance is 21.02

Conclusion: Calculated value of chi square is less than the table value, so the null hypothesis is accepted. Hence it is concluded that there is no significant relationship between age of respondents and brand preference.

Table 1
Relation between age and problem

Age /problem	Most of time	Often	Sometime	Rarely	Al most never	Total
<20	0	3	0	0	0	3
20-30	16	30	40	4	6	96
30-40	0	1	0	0	0	1
>40	0	0	0	0	0	0
Total	16	34	40	4	6	100

Table 2
Observed frequency vs. Expected frequency

Group	Observed Frequency	Expected Frequency	O-E	(O-E) ²	(O-E) ² /E
Aa	0	0.48	0.48	0.2304	0.48
Ab	3	1.02	1.98	3.9204	3.84352
Ac	0	1.2	1.2	1.44	1.2
Ad	0	0.12	0.12	0.0144	0.096
Ae	0	0.18	0.18	0.0324	0.18
Ba	16	15.36	0.64	0.4096	0.0266
Bb	30	32.64	2.64	6.9696	0.2135
Bc	40	38.4	1.6	2.56	0.0666
Bd	4	3.84	0.16	0.0256	0.0066
Be	6	5.76	0.24	0.0576	0.01
Ca	0	0.16	0.16	0.0256	0.16
Cb	1	0.34	0.66	0.4356	1.2811
Cc	0	0.4	0.4	0.16	0.4
Cd	0	0.04	0.04	0.0016	0.04
Ce	0	0.06	0.06	0.0036	0.06
Da	0	0	0	0	0
Db	0	0	0	0	0
Dc	0	0	0	0	0
Dd	0	0	0	0	0
De	0	0	0	0	0
				X²	8.06392

Table 3

strong	Percentage	Uneasy	Percentage			
Regularly	24	Most of time	28			
Often	28	Often	28			
Some time	36	Some time	36			
Rarely	12	Al most never	8			
Anova: Single Factor						
Summary						
Groups	Count	Sum	Average	Variance		
Column 1	25	61	2.44	1.506667		
Column 2	25	53	2.12	1.026667		
ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	1.28	1	1.28	1.010526	0.319818	4.042652
Within Groups	60.8	48	1.266667			
Total	62.08	49				

Table 4

Strong	Percentage	Uneasy	Percentage
Regularly	24	Most of time	28
Often	28	Often	28
Some time	36	Some time	36
Rarely	12	Al most never	8

	Column 1	Column 2
Column 1	1	
Column 2	-0.01072	1

F. Findings

- Senior executives E2 level have increased self-awareness level.
- Manager, senior manager have high motivation level.
- General manager, executive’s director show considerably high degree of self-awareness.
- Executive's level (low level management) has scored low value in all emotional intelligence components.
- It is found that people between age group of 26-30 have strong agreement towards the given study

G. Suggestions:

- When senior executive level manager they motivate the superior level employee then it can increase self-awareness.
- Motivate low level officers to work better and thus they can have clear view on their work & they won’t the emotional in the all were they have to be have normal.
- Best of all Emotional Intelligence can be improved through training programs aimed at enhancing social and Emotional awareness.
- Management experts make determined efforts to improve emotional competence with the help of specially designed programmer or interventions.
- Ignorance Level of people between age group 41-50 has

to be removed to get good work life & coordination among joiner level of employees.

4. Conclusion

Consequences of low and high emotional intelligence:

Low emotional intelligence is likely to lead to general un happiness. If your emotional intelligence is not high, it is likely that you will choose a friend who is not well suited to you.

May even choose a friend who makes logical sense but who just dose not feel good. The cost of this may be very high eventually, you may find excuse to end such a friendship.

High emotional intelligence is associated with feeling of general happiness. When you have a high emotional intelligence, you are more likely to recognize both the source of your negative feeling, and have the confidence to take corrective actions, thus increasing long –term happiness. The higher your emotional intelligence the more you will assume responsibility for your own happiness, and the less you will depend on society.

When you take more responsibility you will work for happiness & growth of the age thus employees who can understand each & every customer who enter into the textile may learn with happy moment.

If the above mentioned point are justified, then textile shop can be no I in Thanjavur region and be the market leader for years to come.

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