A STUDY ON THE LEVEL OF EMOTIONAL INTELLIGENCE IN TAMIL NADU NEWSPRINT AND PAPERS LIMITED (TNPL), KAGITHAPURAM, KARUR

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ABSTRACT

Emotional intelligence (EI) is a relatively new idea developing from the increased interest in emotions within the workplace. According to Salovey and Mayer (1990), who were the first to coin the definition of emotional intelligence, Emotions are the most important source of human energy, ambition and drive, activating our most private feelings and aims in life, and turning them from things we think about, to values we live. Emotional intelligence holds within social intelligence and gives a special importance to the effect of emotions on our ability to look at situations without being influenced by personal feelings and therefore understanding ourselves and other people. The main focus for many leaders today is to have employees with high level of job involvement. Every organization needs highly involved employees in order to survive in today’s complex business environment, highly involved employees tend to dedicate their time and effort to the success of the organization, they think of staying with the organization for a long time and never think about quitting.

Emotional intelligence within the workplace could be related to job involvement of the employees. It is expected that employees with higher emotional intelligence should have higher level of job involvement. In today’s highly competitive business Environment Company’s need their employees to be highly involved and dedicated with their jobs. Job involvement of employees is a key to success for organizations. It is said that highly involved employees are productive and will lead to success in their organizations.

Key words: TNPL, Emotional intelligence (EI), Models of EI, Stress Management.

http://www.iaeme.com/ijm/index.asp
1. INTRODUCTION

Emotional intelligence is the ability of a person to relate with other people and understand their emotions as well as his or her own. People who are more accurate in expressing their emotions can respond to their own emotions and express those emotions to others more quickly and accurately.

Emotional intelligence was first mentioned in a doctoral dissertation nearly 20 years ago. This qualitative study proposed one could overcome deficiencies in emotional functioning and regulation by showing strength in the face of fear or desire problem” to expand the knowledge of interpersonal and intrapersonal skills in the mid-1980s. Few years later, another dissertation referred to the emotional quotient, which is the term commonly used today to refer to an individual’s emotional intelligence score. The term ‘emotional intelligence’ (EI) was first coined and introduced by Salovey and Mayer in 1990, and ever since it has been developed, adapted and embraced by the business world and also by many educators. “Salovey and Mayer recognized the connection between two underlying components of personality, cognition and emotion”.

Finally, Salovey and Mayer’s short definition of EI, understanding how people’s emotions work and how a person is able to control his or her emotions, was extended by Goleman to introduce such competencies as optimism, conscientiousness, motivation, empathy and social competence.

2. EMOTIONAL INTELLIGENCE AND ITS VARIOUS DIMENSIONS

Four dimensions of emotional intelligence: emotional perception, emotional assimilation, emotional understanding and emotion management. Mayer and Salevoy’s first domain, emotional perception, or self-awareness, is the ability to recognize a feeling as it takes place; it is a very important part of emotional intelligence. Learning about our moods, thoughts, and feelings about our moods is highly needed to manage emotions.

The second domain, emotional integration, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes. The third domain, emotional understanding, is being able to understand others emotions and feelings. It also includes the ability to understand complex emotions. This domain is a crucial skill that one needs to have while interacting with others.

Lastly, the fourth domain, emotional management, is being able to manage our feelings so it will lead to appropriate behavior, which is a vital ability that builds on self-awareness. Mayer and Salevoy consider this domain to be a basic emotional skill. People who do well in this domain can bounce back from defeats and setbacks far more quickly.

Besides Mayer and Salevoy’s four domains, they noted eight emotional competencies that are closely linked to cultural values. These eight emotional competencies are as follows:

- One’s awareness of his or her emotional state.
- The ability to understand others emotions based on the situation and expressions made by them.
- Representing an emotional experience with the use of words, this accomplishes two goals. First, allows one to talk with others about feelings and emotions he or she might be having. Second being able to label emotions for comparisons, and integrations with other situations and people.
- Empathy and sympathy create social bonds and connect people to each other.
- The ability to separate the emotions inside with outer expression.
- A person, who has control over circumstances, may copy strategies such as: problem solving, seeking for support, self-blaming and blaming others.
- One is aware how he/she communicates differently depending on the nature of the relationship. This helps to improve relationship with another person.
- Finally, their eighth emotional competency is the capacity for emotional self-efficacy: The individual views her or himself as feeling, overall, the way her or she wants to feel. An individual accepts his/her emotional experience allowing for the

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3. MODELS OF EI

There are three main models of EI:

- Ability model
- Mixed model (usually subsumed under trait EI)
- Trait model

Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs.

4. ABILITY MODEL


4.1. Self-awareness

The ability to know one's emotions, strengths, weaknesses, drives values and goals and recognize their impact on others while using gut feelings to guide decisions.

Recognize and understand your own moods and motivations and their effect on others. To achieve this state, you must be able to monitor your own emotional state and identify your own emotions. Emotional Maturity in this trait shows:

- Confidence
- Sense of humor (can laugh at self)
- Aware of your impression on others (can read the reactions of others to know how you are perceived).

4.2. Self-regulation

Involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances. Controlling your impulses—instead of being quick to react rashly, you can reign in your emotions and think before responding. You express yourself appropriately. Emotional Maturity in this trait shows:

- Conscientious and take personal responsibility for your own work/deeds.
- Adaptable (and favorable) to change
- When someone is complaining or is rude to you, you do not respond in kind. You respond in a manner which would not escalate the situation. (At this point, you will also realize that when someone expresses anger at you, they’re not always angry at you; they’re often just angry and want to take it out on someone.)

4.3. Social-Skill

Managing relationships to move people in the desired direction. Identifying social cues to establish common ground, manage relationships and build networks. Emotional Maturity in this trait shows:

- Communication: Listening and responding appropriately.
- Influence and Leadership: The ability to guide and inspire others.
- Conflict Management: The ability to diffuse difficult situations using persuasion and negotiation.
4.4. Empathy
Considering other people's feelings especially when making decision. The ability to understand another person's emotional reaction. This is only possible when one has achieved self-awareness as one cannot understand others until they understand themselves. Emotional Maturity in this trait shows:

- Perceptive of other’s emotions and taking an active interest in their concerns.
- Proactive able to anticipate someone’s needs and the appropriate reaction.
- Social Situations such as office politics do not phase one who has a firm grasp of empathy.

4.5. Motivation
Being driven to achieve for the sake of achievement. Motivation is marked by an interest in learning. It is also self-improvement vs. a pursuit of wealth and status (as a pursuit of wealth and status is an external motivator). Emotional Maturity in this trait shows:

- Initiative and the commitment to complete a task
- Perseverance in the face of adversity

Goleman includes a set of emotional competencies within each construct of EI. 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".

4.6. Critique against Ability Based Emotional Intelligence
However, Petrides (2010:137) and Petrides and Furnham (2001:426) argue that subjectivity plays a role in the measurements of the construct (EI), therefore the reliability of the ability-based EI tests was questioned and a new theory that incorporates subjectivity was developed. The new theory was called trait-based EI.

5. 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:

- Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
- Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
- Social skill – managing relationships to move people in the desired direction
- Empathy - considering other people's feelings especially when making decision
- Motivation - being driven to achieve for the sake of achievement.

Goleman includes a set of emotional competencies within each construct of EI. 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.

6. TRAIT MODEL
Konstantinos Vasilis 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 and 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 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 operations of the construct and the theories and hypotheses that are formulated about it.

7. INTRAPERSONAL

The first Meta factor is intrapersonal, and can be defined as the “ability to be aware of our emotions and ourselves in general, to understand our strengths and weaknesses, and to express our feelings and ourselves non-destructively”. This indicates that the intrapersonal Meta factor determines how in touch we are with our feelings, our ability to feel good about ourselves, as well as to feel positive about what we are doing in our lives and with our lives. The intrapersonal Meta factor relates to self-regard, emotional self-awareness, assertiveness, independence and self-actualisation as defined in the next section.

7.1. Self-regard

Self-regard is defined as “the ability to accurately perceive, understand and accept ourselves”. This indicates that self-regard is the employees ability to respect and accept themselves.

7.2. Emotional self-awareness

Emotional self-awareness is defined as “the ability to be aware of and understand our emotions”. This indicates that emotional self-awareness is the employees’ ability to recognize their emotions and to differentiate between emotions.

7.3. Independence

Interdependence is defined as “the ability to be self-reliant and free of emotional dependency on others”. This indicates that interdependence is the employees ability to self-directed their own reasoning and actions.

7.4. Self-actualisation

Self-actualisation is defined as “the ability to set personal goals and the drive to achieve them in order to actualize our potential.” This indicates that Self-Actualisation is the employees the ability to realise their potential.

8. INTERPERSONAL

The second Meta factor is interpersonal and is defined as “our ability to be aware of others’ feelings, concerns and needs, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships”. This indicates that the interpersonal Meta factor is concerned with the employees’ responsibility and dependability.

7.1. Empathy

Empathy is defined as “the ability to be aware of and understand how others feel.” (Bar-on, 2007b: par 16). This indicates that the employee needs to be sensitive to what how and why other people feel the way they do.

7.2. Interpersonal Relationship

Interpersonal relationship is defined as “the ability to establish and maintain mutually satisfying relationships and relate well with others.” This indicates that interpersonal relationships is the employees’ meaningful relationships with social interactions that are potentially rewarding and enjoyable.
8. STRESS MANAGEMENT

The third meta factor is Stress Management which is defined as “emotional management and control and governs our ability to deal with emotions so that they work for us and not against us.” This implies that the employee should be able to withstand and effectively cope with stress without losing control.

Stress tolerance is defined as “the ability to effectively and constructively manage emotions.” This implies that the employees’ tolerance towards stress is the ability to withstand and deal with events and situations that are stressful without getting overwhelmed.

9. RESEARCH OBJECTIVES

- To know about the personal profile of the respondents in Tamilnadu newsprint and papers limited (TNPL), Kagithapuram, Karur.
- To know about the dimensions of emotional intelligence in Tamilnadu newsprint and papers limited (TNPL), Kagithapuram, Karur.
- To know about the level of emotional intelligence in Tamilnadu Newsprint and Papers Limited (TNPL), Kagithapuram, Karur.
- To offer suggestive measures to improve emotional intelligence in Tamilnadu newsprint and papers limited (TNPL), Kagithapuram, Karur.

10. DATA ANALYSIS AND INTERPRETATION

10.1. Table 1. Age

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESS THAN 30</td>
<td>20</td>
<td>32.8</td>
</tr>
<tr>
<td>31-40</td>
<td>10</td>
<td>16.4</td>
</tr>
<tr>
<td>41-50</td>
<td>15</td>
<td>24.6</td>
</tr>
<tr>
<td>51 AND ABOVE</td>
<td>16</td>
<td>26.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>100</td>
</tr>
</tbody>
</table>

10.2. Inference

From the above table, it is inferred that 32.8% of the respondents belongs to the age group of less than 30 years, 26.2% of the respondents belongs to the age group of 51 and above years, 24.6% of the respondents belongs to the age group of 41-50 years and 16.4% of the respondents belongs to the age group of 31-40 years.

Hence majority 32.8% of the respondents belongs to the age group of less than 30 years.
10.3. Table 2. Sex

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>41</td>
<td>67.2</td>
</tr>
<tr>
<td>FEMALE</td>
<td>18</td>
<td>29.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>100.0</td>
</tr>
</tbody>
</table>

10.4. Inference

The above table shows that 67.2% of the respondents are male and 29.5% of the respondents are female. Hence majority 67.2% of the respondents are male.

10.5. Table 3. Marital Status

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARRIED</td>
<td>43</td>
<td>70.5</td>
</tr>
<tr>
<td>UNMARRIED</td>
<td>18</td>
<td>29.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>100.0</td>
</tr>
</tbody>
</table>

10.6. Inference

From the above table, it is inferred that 70.5% of the respondents are married and 29.5% of the respondents are unmarried. Hence majority 70.5% of the respondents are married.
10.7. Table 4. Qualification

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>15</td>
<td>24.6</td>
</tr>
<tr>
<td>PG</td>
<td>29</td>
<td>47.5</td>
</tr>
<tr>
<td>PROFESSIONAL</td>
<td>16</td>
<td>26.2</td>
</tr>
<tr>
<td>OTHERS</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>100.0</td>
</tr>
</tbody>
</table>

10.8. Inference
From the above table, it is inferred that 47.5% of the respondents are PG qualified, 26.2% of the respondents are professionals, 24.6% of the respondents are UG qualified, and 1.6% of the respondents are other category.

Hence majority 47.5% of the responders are PG qualified.

10.9. Table 5. Designation

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF</td>
<td>16</td>
<td>26.2</td>
</tr>
<tr>
<td>EXECUTIVE</td>
<td>39</td>
<td>63.9</td>
</tr>
<tr>
<td>3.0</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>4.0</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>100.0</td>
</tr>
</tbody>
</table>

10.10. Inference
From the above table, it is inferred that 63.9% of the respondents are executives, 26.2% come under the grade of staffs.

Hence majority 63.9% of the responders are executives.
10.11. Table 6. Work Experience

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 YEARS</td>
<td>24</td>
<td>39.3%</td>
</tr>
<tr>
<td>11-15 YEARS</td>
<td>5</td>
<td>8.2%</td>
</tr>
<tr>
<td>16-20 YEARS</td>
<td>9</td>
<td>14.8%</td>
</tr>
<tr>
<td>21-30 YEARS</td>
<td>12</td>
<td>19.7%</td>
</tr>
<tr>
<td>30 YEARS AND ABOVE</td>
<td>11</td>
<td>18.0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

10.12. Inference

From the above table, shows that 39.3% of the respondents are having 5-10 years’ experience, 19.7% of the respondents are having 21-30 years’ experience, 18.0% of the respondents are having above 30 years’ experience, 14.8% of the respondent are having 16-20 years’ experience, and 8.2% of the respondents are having 5-10 years’ experience 11-15 years’ experience.

Hence majority 39.3% of the respondents are having 5-10 years’ experience.

10.13. Table 7. Monthly Income

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELOW 15K</td>
<td>3</td>
<td>4.9%</td>
</tr>
<tr>
<td>15K-30K</td>
<td>15</td>
<td>24.6%</td>
</tr>
<tr>
<td>30K-50K</td>
<td>20</td>
<td>32.8%</td>
</tr>
<tr>
<td>ABOVE 50K</td>
<td>23</td>
<td>37.7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>100.0%</td>
</tr>
</tbody>
</table>


From the above table, it is inferred that 37.7% of the respondents are comes under the income level of above 50k, 32.8% of the respondents are comes under the income level of 30k-50k, 24.6% of the respondents are comes under the income level of 15k-30k, 4.9% of the respondents are comes under the income level of below 15k.
Hence majority 37.7% of the respondents are comes under the income level of above 50k.

10.15. Table 8. Knowing Emotions

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>6</td>
<td>9.8</td>
</tr>
<tr>
<td>AGREE</td>
<td>38</td>
<td>62.3</td>
</tr>
<tr>
<td>MODERATE</td>
<td>16</td>
<td>26.2</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>100.0</td>
</tr>
</tbody>
</table>

10.16. Inference

From the above table, it is inferred that 62.3% of the respondents agreed that they always know their emotions and feelings, 26.2% are in moderate level, 9.8% of the respondents are strongly agreed, and 1.6% of the respondents are disagreed with their emotions.

Hence majority 62.3% of the respondents agreed that always they know their emotions and feelings.

11. FINDINGS

- Majority 32.8% of the respondents belongs to the age group of less than 30 years.
- Majority 67.2% of the respondents are male.
Majority 70.5% of the respondents are married.
Majority 47.5% of the responders are PG qualified.
Majority 63.9% of the responders are executives.
Majority 39.3% of the respondents are having 5-10 years’ experience.
Majority 37.7% of the respondents are comes under the income level of above 50k.
Majority 62.3% of the respondents agreed that always they know their emotions and feelings.

12. SUGGESTIONS

- An Organization should help the employees to see the connection between the health of the company and their own welfare.
- The superiors should help people plan for internal career management. Employees who have goals do better. Performance reviews should help set reasonable goals for the coming time period.
- An organization should develop mentoring relationships between senior and junior members of the organization.
- An organization should encourage employees to talk about their needs in their present position.
- The Managers must encourage the employees to join associations; perhaps offer time and money to fulfill this objective.
- To provide for and encourage learning new skills to employees:
  - Have in-house training programs.
  - To provide matching funds for outside classroom instruction.
- The encourage (reward) the application of newly acquired knowledge and skills.
- An organization should empower their employees. Managers should allow tasks to be managed at the lowest possible and practical level.
- The superior should allow for the free flow of information within the organization.
- An employees should expand everyone’s network within the organization
- An organization should treat severed employees well, offering them career counseling in their transition to a new job. This keeps morale high.

13. CONCLUSION

Emotional intelligence can make a big difference for both individual and organizational effectiveness. However, if the current interest in promoting emotional intelligence at work is to be a serious, sustained effort, rather than just another management trend, it is important that practitioners try to utilize practices based on the best available research. A person’s ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. Furthermore, as the pace of change increases and the world of work make ever greater demands on a person’s cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important. To improve both productivity and psychological well-being in the workplace of tomorrow, emotional intelligence can be used as an important tool. To conclude the researcher said that the level of emotional intelligence in Tamil Nadu Newsprint and Papers Limited (TNPL), Kagithapuram, Karur, is at higher level, which is an appreciable factor in a public sector undertaking.
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