



A Study on Emotional Intelligence among the Executives in a Cement Industry at Ariyalur

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ABSTRACT

In order to manage teams and foster a healthy work environment, Executives and leaders need to possess emotional intelligence (EI). This entails recognizing and managing one's own emotions as well as those of others, cultivating self-awareness, remaining composed under duress, and concentrating on one's inner goals. Effective relationship management, team building, and cooperation are all facilitated by emotionally savvy leaders. Taking into account the thoughts of their teammates and emotional consequences of actions, they make more rational decisions, communicate openly, and settle conflicts in an amicable manner. EI enables leaders to foster a supportive environment that increases motivation and productivity. The present study aims to assess the EI of the executives in the industry by adopting Descriptive research design and collecting data from 100 respondents out of 223 executives by using simple random sampling. The study reveals that nearly 48% of respondents have low level of EI and socio-demographic variables age, gender and educational status have greater impact on the executives. Hence the researcher suggests to provide mindful and Conduct exercises, which enhance empathy, which is essential for building relationships and trust. Improve cooperation, communication, and conflict resolution, by constructive criticism and conduct role-playing activities for them in order to enhance their EI ability.

Keywords: Control Emotions, Effective communication, Emotional Intelligence, Executives, Self-Awareness.

1. INTRODUCTION

A key skill for executives and leaders is emotional intelligence (EI), which has a big influence on how well they manage teams and create a favorable work environment. is the capacity to identify, comprehend, and control one's own emotions as well as those of others. It is the ability to identify one's own feelings, values, and strengths and flaws. Self-aware leaders are conscious of how their emotions impact their ideas and actions. the capacity to control one's impulses and feelings. Self-regulating leaders are able to maintain composure under pressure, guaranteeing positive reactions to obstacles. a great desire to succeed for internal motivations rather than for rewards from others. Teams are inspired by motivated leaders who are passionate and dedicated.

Leaders with empathy are able to establish a connection with their team members, which promotes cooperation and trust. ability to create networks and manage relationships. Socially adept leaders² are able to motivate people, communicate clearly, and settle disputes.

In addition to being sensitive to their team members' emotional states, leaders with high EI are able to communicate more effectively and make sure that their words are understood. Emotional intelligence (EI) helps leaders and their teams build the trust and respect that is necessary for engagement and collaboration. Leaders with emotional intelligence are better able to resolve disputes amicably. They are able to understand different points of view and strive for solutions that meet the needs of all parties. By taking into account the emotional ramifications of their

actions as well as the opinions of their team members, leaders who are emotionally intelligent can make better logical decisions. By identifying each team member's emotional requirements, emotional intelligence (EI) empowers leaders to create a nurturing atmosphere that boosts motivation and output.

2. REVIEW OF LITERATURE

Gopinath (2014) made a study on “Reduction of Executive Stress by Development of Emotional Intelligence-a Study With Reference to CMTS, BSNL, TN Circle”. This paper aims to enhance emotional intelligence in order to reduce executive stress. The study includes behavioral strategies for stress management. The Experimental Group and the Control Group are split evenly. The behavioral treatments were given to the experimental group. Participants in the control group did not encounter any interventions. Baron's EQ tests and Kindler's Stress Inventory Scale were once again given to BSNL executives in both the Experimental and Control Groups during the eight-week period. The study examined fifteen characteristics, including physical symptoms, psychological symptoms, stress resilience, and EQ. The results showed that compared to the control group without intervention, the experimental group had better stress management abilities, stronger emotional intelligence, and a lower stress level. This is because behavioral interventions were beneficial to the experimental group. More influence has been found in impulse control and stress tolerance. Finding efficient ways to improve stress resistance in BSNL executives and the significant ramifications for future study in the fields of emotional intelligence. The usefulness of behavioral interventions in raising emotional intelligence has been investigated.

Sumathy & Madhavi(2015) made a study on “Influence of Emotional Intelligence on Decision Making by Leaders”. The sum of one's abilities, competencies, and skills that constitute a body of knowledge intended to help one cope with life is known as emotional intelligence. The personal and professional development of those who must make judgments in trying and stressful circumstances is therefore directly tied to it. The current study's goal is to investigate how emotional intelligence affects leadership and leaders' ability to make decisions. 150 respondents were chosen from among executives at different levels of a government agency in Tamil Nadu's Trichirapalli district. A questionnaire was used to gather information. The canonical correlation method was used to analyze the data. The findings showed a correlation between decision-making skills and emotional intelligence. Additionally, the findings showed that the transactional leader's decision-making was more heavily impacted by emotional intelligence than the transformational leader's. The transformational leader's decision-making is heavily influenced by the participation component, while the transactional leader's decision-making is influenced by felt accountability. The empathy component of emotional intelligence has a greater influence on decision-making for both types of leaders.

In a study by Harper (2016) on “Correctional Executives’ Leadership Self-Efficacy and Their Perceptions of Emotional Intelligence”. There is very little research on correctional leadership and less information on what it takes to be a successful correctional executive. The association between emotional intelligence and perceptions of leader self-efficacy among correctional executives and senior-level leaders was examined in this quantitative study using a leadership model. 112 correctional leaders from all around the United States were selected for the study using a convenience sampling method. The Wong & Law Emotional Intelligence Scale (WLEIS) and the Leader Efficacy Questionnaire (LEQ) were administered to the participants. Following that, a correlation and Multivariate Analysis of Variance Analyses (MANOVA) were performed. According to the study's findings, there is a statistically significant difference between how leaders perceive their use of emotional intelligence and leader self-efficacy in the workplace. With women demonstrating greater levels of emotional intelligence, self-emotional assessment, emotion usage, leader self-efficacy, and leader self-regulation efficacy, the study findings also imply that gender is predictive across the instrumentation models for this investigation.

Mahanta, Monoshree (2015) made a study on “Exploring the Relationship Between Emotional Intelligence and Work-Life Balance in the Service Industry”. This study aims to investigate the connection between adaptive performance and organizational learning. In order to address the adaptive performance of executives working in industrial organizations, the study also looks into the moderating function of emotional intelligence from the standpoint of organizational learning. Purposive sampling was used in the selection of the participants. To gather information from the respondents, the study employed validated measures of organizational learning, emotional

intelligence, and adaptive performance. Structural equation modeling was used to analyze the data using the linear structural model (LISREL 8.72). The hypotheses were tested using a series of hierarchical models using moderated regression analysis. In order to examine the moderating influence of emotional intelligence, the writers have adhered to the interaction graphs. According to the study's findings, organizational learning and adaptive performance are significantly correlated. The relationship between organizational learning and adaptive performance was found to be stronger among executives with high emotional intelligence and weaker for those with low emotional intelligence, according to the interaction graph, which showed a significant moderating effect.

Hussin J. Hejase *et al* (2017) made a study on “Assessment of the Relationship between Managers’ Emotional Intelligence and Employees’ Motivation”. The ability to fully understand one's own emotions as well as those of others and to control and regulate them is known as emotional intelligence. Characteristics of emotional intelligence (EI) include motivation, empathy, self-control, self-awareness, and strong social skills. Even if this topic is often discussed in other fields of work overseas, Lebanese culture is still unfamiliar with it. Emotional intelligence is taken for granted by managers in Lebanon, who fail to adequately evaluate its significance and impact on workers. This study aims to investigate how managers' emotional intelligence (EI) affects workers' motivation in a Lebanese workplace. Methodology: This study examines each of the five employee motivation indicators in light of the five facets of emotional intelligence. Using a survey questionnaire, a quantitative parametric approach is used for this goal, relying on the opinions of 250 Lebanese employees from various businesses and industries. Using SPSS version 23.0 software, the collected data is examined using regression analysis, cross-tabulation, and descriptive statistics to examine the impact of EI's many components on each of the motivation indicators. The study findings reveal that Managers' EI components and employees' motivation levels are positively and statistically significantly correlated.

Minakshi Nagar (2017) made a study on “Role of Demographic Factors in Emotional Intelligence: An Empirical Study of Bank Managers”. These days, it has been determined that an individual's performance and success in both their personal and professional lives are significantly influenced by their emotional quotient (EQ), which is a measure of emotional intelligence (EI). The goal of the current study is to evaluate the EI of branch managers of commercial banks—that is, public and private sector banks operating in different regions of Rajasthan. The study also explores how demographic characteristics including age, gender, marital status, educational background, and work experience relate to the emotional intelligence (EI) of branch (bank) managers. According to the results of the EQ test, branch managers have a greater degree of emotional intelligence. Additionally, there was no correlation between EI and other variables like gender, married status, or educational attainment, but there was a strong positive correlation between EI and age and experience

Gautam Aditya and Khurana, Charu (2019) made a study on “Demographic Variables As Indicators of Emotional Intelligence: A Study of Selected Enterprises of Uttarakhand”. The ability to track one's own and other people's feelings and emotions, distinguish between them, and use this knowledge to inform one's thoughts and behavior is known as emotional intelligence (Salovey and Mayer, 1990). Success in both the personal and professional spheres is determined by emotional intelligence (EI). An individual with strong emotional intelligence is better able to control and regulate his emotions as well as perceive and comprehend those of others. The goal of the current study was to investigate how demographic factors—specifically, age, gender, education, and total work experience—affect emotional intelligence. The survey instrument was given to 360 middle-level managers of certain businesses functioning in the state of Uttarakhand, where the study was carried out. The Schutte Self Report Emotional Intelligence Test (SSEIT), created by Schutte et al. (1998) to assess respondents' emotional intelligence, was used to gather data. The study's findings demonstrated that middle level managers' emotional intelligence scores are significantly impacted by demographic factors such age, gender, and job experience. Additionally, it was discovered that middle level managers' emotional intelligence scores are not significantly impacted by their educational background.

3. METHODS AND MATERIALS

3.1 OBJECTIVES

The main goal of the current study is to

To learn about the socio-demographic characteristics of the Executives

To assess the emotional intelligence of the executives in the industry

To suggest suitable intervention techniques to enhance the emotional intelligence of the executives.

4. METHODS & MATERIALS

In order to describe the sociodemographic traits of the executives, the researcher employed a descriptive research methodology. A basic simple random sample technique was employed, and data was gathered from 100 of the 223 executives in Ariyalur. A self-made survey was utilized to gather information on sociodemographic factors, and the study's primary variables were measured using the Emotional Intelligence Scale developed by Victor Dulewicz and Malcolm Higgs (1999).

4.1 ANALYSIS AND DISCUSSION

Table 1.Socio-Demographic Characteristics of Respondents

Sl.No	Variable	Number of Respondents (100)	Percentage of Respondents
1	Age		
	Below 30 years	52	52
	31 to 45 years	24	24
	46 years and above	24	24
2	Gender		
	Male	60	60
	Female	40	40
3	Educational Qualification		
	Under Graduation	40	40
	Diploma	38	38
	ITI	22	22
4	Years of Experience		
	Below 5 years	38	38
	6 to 10 years	24	24
	11 years and above	38	38
5	Marital Status		
	Married	78	78
	Unmarried	22	22
6	Type of Family		
	Joint Family	34	34
	Nuclear Family	66	66

According to Table 1, over one-fourth (24 percentage) of the respondents are over 46 years old, nearly one-fourth (52 percentage) are between 31 and 45, and more than half (52 percentage) are under 30. The majority of respondents in this survey are male (60%) and female (40%) respectively. Among the participants, almost one-third (40 percent) have studied Under Graduation More than one-third (38 percent) of the respondents had studied diploma, and more than one-fifth (22 percent) had studied ITI. Regarding experience, nearly one-fourth (24%) of respondents have between 6 and 10 years of experience, more than one-third (38%) have more than 11 years of experience, and more than one-

third (38%) have less than 5 years of experience. With regard to marital status, over one-fifth (22 percentage) of the respondents are unmarried, and over three-fourths (78 percentage) are married. In terms of family structure, exactly two-thirds (66%) of the respondents are from nuclear families, while over one-third (34%) are from joint families.

Table 2. Dimensions of Emotional Intelligence of the Respondents

Sl.No	Variable	Number of Respondents (100)	Percentage of Respondents
1	Self-Awareness		
	Low	40	40
	High	60	60
2	Emotional Resilience		
	Low	44	44
	High	56	56
3	Motivations		
	Low	56	56
	High	44	44
4	Interpersonal Sensitivity		
	Low	46	46
	High	54	54
5	Influence		
	Low	48	48
	High	52	52
6	Intuitiveness		
	Low	44	44
	High	56	56
7	Conscientiousness and Integrity		
	Low	60	60
	High	40	40
8	Overall Level of Emotional Intelligence		
	Low	48	48
	High	52	52

According to Table 2, nearly two-thirds (60%) of the respondents have a high level of self-awareness, while over one-third (40%) have a low level; More over half (56 percent) of the respondents have high emotional resilience, while almost half (44 percent) have low emotional resilience; Approximately half (44 percent) of the respondents had high levels of motivation, whereas over half (56 percent) have low levels; More than half (54 percent) of the respondents have strong interpersonal sensitivity, whereas nearly half (46 percent) have moderate interpersonal sensitivity; Slightly more than half (52 percentage) of the respondents have high levels of influence, while almost half (48 percentage) have low levels; More over half (56 percentage) of the respondents have a high level of intuition, whereas almost half (44 percentage) have a low level; Approximately 60% of the respondents had low levels of conscientiousness and honesty, while 40% of the respondents have high levels of these qualities; More than half (52 percent) of the respondents have high levels of total emotional intelligence, whereas nearly half (48 percent) have poor levels.

Table 3. Association between Age and Various Dimensions of Emotional Intelligence

Sl.No	Dimensions of Emotional Intelligence	Age of the Respondents		Statistical Inference
		Low	High	
1	Self-Awareness			
	Below 30 years	14	16	$X^2=3.423$
	31 to 45 years	16	22	$P<0.05$
	46 years and above	10	22	Significant
2	Emotional Resilience			
	Below 30 years	16	18	$X^2=0.99$
	31 to 45 years	12	20	$P>0.05$
	46 years and above	16	18	Not Significant
3	Motivations			
	Below 30 years	10	16	$X^2=2.224$
	31 to 45 years	16	10	$P<0.05$
	46 years and above	30	18	Significant
4	Interpersonal Sensitivity			
	Below 30 years	12	24	$X^2=4.571$
	31 to 45 years	16	16	$P<0.05$
	46 years and above	18	14	Significant
5	Influence			
	Below 30 years	14	22	$X^2=2.198$
	31 to 45 years	18	14	$P<0.05$
	46 years and above	16	16	Significant
6	Intuitiveness			
	Below 30 years	16	18	$X^2=4.567$
	31 to 45 years	12	20	$P<0.05$
	46 years and above	16	18	Significant
7	Conscientiousness and Integrity			
	Below 30 years	24	14	$X^2=3.166$
	31 to 45 years	22	12	$P<0.05$
	46 years and above	14	14	Significant
8	Overall Level of Emotional Intelligence			
	Below 30 years	14	22	$X^2=2.779$
	31 to 45 years	18	14	$P<0.05$
	46 years and above	16	16	Significant

According to Table 3, there is a strong association between the respondents' age and their total level of emotional intelligence as well as their self-awareness, motives, interpersonal sensitivity, influence, intuitiveness, conscientiousness, and integrity. Furthermore, the current study supports the findings of Gautam, Aditya and Khurana, Charu (2019) and Minakshi Nagar (2017), who found a substantial correlation between executives' emotional intelligence and age. The respondents' emotional resilience and age do not significantly correlate with one another.

Table 4. "t" Test Between Gender And Dimensions Of Emotional Intelligence

Sl.No	Dimensions of Emotional Intelligence	N	Mean	SD	Statistical Inference
1	Self-Awareness				t = 3.546
	Male	60	32.11	2.56	P<0.05
	Female	40	23.42	2.22	significant
2	Emotional Resilience				t = 2.986
	Male	60	24.16	2.98	P<0.05
	Female	40	22.20	2.78	significant
3	Motivations				t = 3.214
	Male	60	25.24	2.74	P<0.05
	Female	40	26.28	2.86	significant
4	Interpersonal Sensitivity				t = 2.854
	Male	60	23.21	2.34	P<0.05
	Female	40	24.68	2.82	significant
5	Influence				t = 2.112
	Male	60	24.14	2.86	P<0.05
	Female	40	26.22	2.97	significant
6	Intuitiveness				t = 2.589
	Male	60	26.31	8.47	P<0.05
	Female	40	27.56	4.64	significant
7	Conscientiousness and Integrity				t = 2.465
	Male	60	25.98	7.76	P<0.05
	Female	40	27.12	4.42	significant
8	Overall Level of Emotional Intelligence				t = 2.842
	Male	60	24.37	6.19	P<0.05
	Female	40	25.94	5.27	significant

Table 4 shows that the respondents' genders differ significantly in a number of emotional intelligence dimensions, including self-awareness, emotional resilience, motivations, interpersonal sensitivity, influence, intuitiveness, conscientiousness, and integrity, as well as overall emotional intelligence. Additionally, the mean score indicates that while male executives have high levels of emotional intelligence in the areas of self-awareness and emotional resilience, female executives have high levels in the areas of motivation, interpersonal sensitivity, influence, intuition, conscientiousness, and integrity as well as overall emotional intelligence. Additionally, this study supports the findings of Harper (2015), Minakshi Nagar (2017), Gautam Aditya (2019), which demonstrated that gender significantly affects executives' emotional intelligence.

Table 5. One Way ANOVA between Educational Status With Regard To Various Dimensions of Emotional Intelligence

Sl.No	Dimensions of Emotional Intelligence	Df	SS	MS	Mean	Statistical Inferences
1	Self-Awareness				G1=24.00	F=2.197
	Between Groups	4	45.76	27.88	G2=23.87	P<0.05
	Within Groups	94	134.87	4.34	G3=22.78	Significant
2	Emotional Resilience				G1=33.76	F=3.567
	Between Groups	4	12.62	10.78	G2=34.25	P<0.05
	Within Groups	94	136.87	4.87	G3=31.98	Significant
3	Motivations				G1=22.57	F=2.569
	Between Groups	4	22.87	15.76	G2=23.78	P<0.05

	Within Groups	94	165.67	2.88	G3=25.89	Significant
4	Interpersonal Sensitivity				G1=23.76	F=5.587
	Between Groups	4	11.77	7.40	G2=23.87	P<0.05
	Within Groups	94	111.51	3.11	G3=24.12	Significant
5	Influence				G1=24.98	F=2.374
	Between Groups	4	11.82	12.76	G2=25.43	P<0.05
	Within Groups	94	114.45	1.89	G3=22.78	Significant
6	Intuitiveness				G1=25.87	F=4.352
	Between Groups	4	11.87	14.65	G2=22.45	P<0.05
	Within Groups	94	159.89	4.89	G3=22.79	Significant
7	Conscientiousness and Integrity				G1=22.65	F=3.876
	Between Groups	4	13.89	15.87	G2=24.98	P<0.05
	Within Groups	94	178.87	2.78	G3=21.98	Significant
8	Overall Level of Emotional Intelligence				G1=23.95	F=2.945
	Between Groups	4	11.84	11.76	G2=25.77	P<0.05
	Within Groups	94	113.55	2.47	G3=23.45	Significant

G1=Under Graduation

G2=Diploma

G3= ITI

According to Table 5, there is a notable difference in the respondents' educational backgrounds in terms of their overall emotional intelligence level as well as their self-awareness, emotional resilience, motivations, interpersonal sensitivity, influence, intuitiveness, conscientiousness, and integrity.

5. SOCIAL WORK INTERVENTION

Organizing training courses to help leaders understand their own feelings and how they affect their actions and choices. Teaching people how to control their emotions, particularly under duress. This could entail stress-reduction techniques or mindfulness activities. Facilitating activities that improve empathy, which is crucial for establishing rapport and trust in groups. Provide feedback and role-playing exercises to enhance teamwork, communication, and conflict resolution skills.

6. CONCLUSION

Emotional intelligence is not just a benefit but also a must for leaders who want to lead successfully in the complicated corporate environment of today. Leaders may greatly improve their interactions with staff members, improve team dynamics, and propel organizational success by developing self-awareness, empathy, and excellent social skills. Numerous studies have shown that emotional intelligence frequently predicts important workplace outcomes like performance, job happiness, and overall team success.

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