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Emotional Intelligence of Employee Excellence - A Study of Automobile Industry

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Abstract - *The primary goal of the paper is to explore the connection between emotional intelligence and employees' satisfaction in India's automobile Industry. The research examines the emotional intelligence variables and how employees' control & understand the emotions of themselves and their colleagues. The study was conducted by taking 120 respondents selected randomly from automobile industry. The study prophecies the emotional quotient of employees in different aspects like self-awareness, self-regulation, motivation, empathy and social skills.*

Keywords: *Emotional intelligence, Job satisfaction, Emotions and Emotional quotient*

1. INTRODUCTION

Emotional intelligence can be understood as the ability to be aware of how our ideas, voice and actions affect others and then use this awareness to manage our behavior and relationships. Emotional Quotient (EQ) is the capability to detect and cope with your emotions, as well as others emotions. Emotional intelligent employees can easily isolate what they're feeling, how to interpret their feelings, understand how their emotions can affect others, control their own emotions and manage other's emotions. Daniel Goleman identifies five fundamental features of EQ:

1.Self-awareness
2.Self-regulation
3.Empathy
4.Motivation
5.Social skill

Emotional intelligence plays a vital role as it deals with understanding the emotions and feelings of others and it teaches the way from human being to being human, when people in the organization lack with emotional intelligence it results in low Emotional Intelligence (EI) which contributes to many adverse impacts. Employees with low EI, or a lack of self-awareness and self-control of ideas, are counter-productive to the objectives of the company they work, low EI also makes it difficult to manage stressful situations.

2. REVIEW OF LITERATURE

Mafuzah Mohamad and Juraifa Jais (2015[1]) : The research identifies emotional intelligence and job performance in heavy manufacturing sector and the impact of job performance, by addressing the gap in the organization and exploring the role of emotional intelligence in employees job performance. The research found the relationship between emotional intelligence consisting of four aspects which were self-regulations, self-awareness, self-motivation and social skill. The sample size taken is 212 and the data collected through questionnaire survey which resulted in correlation between the variables.

Dr. Desti Kannaiah and Dr. R. Shanthi (2015[2]) : The research indicated on emotional intelligence at work place in automobile industry with the goal of examining the determinants of employees' emotional intelligence at work place with the need to improve the employees' emotional intelligence as the research recognizes and understands the issues of the organization. And the sample size of 150with descriptive nature using percentage analysis method the result found were employees' awareness towards emotions and control over emotions were 61.3 percent and 34 percent which confirmed that both emotional intelligence and work life balance together creates organizational achievement.

Prof. Deepika Pandita (2012[3]) : The study on emotional intelligence for workplace leaders evaluated to look at the research-based models of emotional intelligence and explored the role of emotional intelligence in the organization's leadership. A growing body of research supported the value of emotional intelligence in today's automobile industry is presented in the paper with the sample size of 150 executives, the discussion towards the role and significance of emotional intelligence to gain competitive advantage in the organization. The study resulted in implementation and development are taken by emotionally intelligent leaders. The study concluded that emotional intelligence is a vital for leaders.

Scott Thor (2012[4]) : The research paper indicated that organizational excellence which determined the relationship between emotional intelligence and commitment to work in motor industry. The research used quantitative approach and the outcomes were statistically significant and indicated that emotional intelligence anticipated 17.3% of the variation in commitment to work, while the percentage appears to be low while considering the magnitude of the issue and even slight improvement in commitment to work could lead to organizational excellence.

Nelis et al (2009[5]) : The study identified increased emotional intelligence towards personality and individual differences in manufacturing sector. And the study revealed that employees were divided into two groups, one group was given training in emotional intelligence and the other was not. After the training, the trained group showed a significant increase in emotional identification and emotion management, even after six months later training group showed the same improvement on emotion identification and emotion management and there was no change in control group. The results stated that training leads to development of increasing emotional intelligence.

Koman E.S and Wolff S.B (2008[6]) : The research identified emotional intelligence skills in team and team leader in heavy manufacturing sector, the research examined the relationship among team leader emotional intelligence skills and team performance. The research was carried out with 349 sample size and the results showed that the emotional intelligence of team leaders is significantly associated with the existence of an emotionally competent group which concluded that employee leaders with stronger emotional intelligence competencies not only enhance their own personal performance but also of the team they lead.

3. RESEARCH METHODOLOGY

Research Design: Descriptive research design
Sample size: 120 respondents
Sampling Technique: Convenience sampling
Sample Area: Automobile Industry
Data Collection: The primary data for the study is obtained using structured questionnaires distributed to various employees of the company. With accuracy and completeness, the questionnaire was very easy, which directs the questioning process and promotes clear and proper recording. The secondary data for the study is obtained through books, websites, journals, articles.

3.1 OBJECTIVES OF THE STUDY

- To analyze emotional intelligence of employee excellence in Automobile Industry.
- To determine gender and employee's emotions towards emotional intelligence.
- To identify how employees' control and understand the emotions of themselves and their colleagues.
- To evaluate the determinants of emotional intelligence for employee excellence at workplace.

3.2 HYPOTHESES DEVELOPED

To achieve the objectives following hypothesis were formulated:

Null hypothesis (H01): There is no considerable difference among Self-awareness.
Alternative hypothesis (H1): There is a considerable difference among Self-awareness.
Null hypothesis (H02): There is no considerable difference among Self-regulation.
Alternative hypothesis (H2): There is considerable difference among Self-regulation.
Null hypothesis (H03): There is no considerable difference among Self-motivation.
Alternative hypothesis (H3): There is a considerable difference among Self-motivation.
Null hypothesis (H04): There is no considerable difference among Social awareness.
Alternative hypothesis (H4): There is a considerable difference among Social awareness.
Null hypothesis (H05): There is no considerable difference among Social skills.
Alternative hypothesis (H5): There is a considerable difference among Social skills.
Null hypothesis (H06):There is no considerable difference among Emotional intelligence.
Alternative hypothesis (H6):There is considerable difference among Emotional intelligence.

3.3 LIMITATIONS OF THE STUDY

- As the research sample is only 120, the accuracy on Emotional intelligence is put to debate.
- Employee's ignorance and their lazy attitude at times may cause errors in the data collection process.
- The study has further been limited by errors in information from respondents due to various factors like time pressure, indifference in response and other constraints.

4. DATA ANALYSIS AND INTERPRETATION

After conducting questionnaire survey for 120 respondents, valid data is tabulated, and results were extracted using SPSS software.

4.1 STATISTICS FOR THE STUDY

The mean and standard deviation for all the dimensions were ascertained.

TABLE 4.1: Descriptives

Particulars	Mean	Standard deviation
SA1	4.70	0.46
SA2	4.70	0.46

SA3	4.70	0.46
SA4	4.70	0.46
SA5	4.70	0.46
SA6	4.70	0.46
SR1	4.70	0.46
SR2	4.60	0.66
SR3	4.80	0.40
SR4	4.80	0.40
SR5	4.80	0.40
SM1	4.77	0.41
SM2	4.67	0.47
SM3	4.62	0.64
SM4	4.76	0.43
SM5	4.77	0.42
SAW1	4.77	0.41
SAW2	4.78	0.47
SAW3	4.81	0.39
SAW4	4.75	0.43
SAW5	4.80	0.40
SS1	3.80	0.40
SS2	4.20	0.40
SS3	4.80	0.40
SS4	4.80	0.40
SS5	4.90	0.30
SS6	4.80	0.40
SS7	4.90	0.30
SS8	4.80	0.40
EIEX1	4.90	0.30
EIEX2	4.90	0.30
EIEX3	4.90	0.30
EIEX4	4.90	0.30
EIEX5	4.90	0.30
EIEX6	4.90	0.30
EIEX7	4.90	0.30
EIEX8	2.70	0.46
EIEX9	4.71	0.45
EIEX10	4.61	0.49
EIEX11	4.71	0.45
EIEX12	4.71	0.45
EIEX13	4.71	0.45
EIEX14	4.71	0.45
EIEX15	4.71	0.45
EIEX16	4.72	0.45
Valid N (listwise)		

Source: Primary Data

INTERPRETATION: The mean and standard deviation for the frequency of self-awareness were recorded as 4.70 and 0.46 respectively, while for self-regulation it is 4.80 and 0.40, self-motivation it is 4.77 and 4.62, social awareness it is 4.81 and 0.39, social skills it is 4.9 and 0.30.

4.2 RELIABILITY ANALYSIS

RELIABILITY OF THE SCALES USED: Cronbach's Alpha of reliability has been figured out along with their sub-scales for the Emotional intelligence scale. The alpha coefficients for 120 samples were calculated. The high alpha values indicate high internal consistency of the scales used in the study i.e. 0.91.

TABLE 4.2.1 Reliability Analysis

Cronbach's Alpha	Cronbach's Alpha for standardized items	No. of Items
0.91	0.90	45

Source: Primary data

INTERPRETATION: From the table 4.2.1, it is observed that the alpha reliability coefficient of Cronbach

ranges between 0 to1. The alpha reliability of the Cronbach for the questionnaire is 0.91 and it is acceptable. Hence all the values of alpha shows an increase in Cronbach's alpha value which implies greater reliability.

TABLE 4.2.2 Scale Statistics for Reliability

Mean	Variance	Standard deviation	No. of items
210.98	77.34	8.79	45

Source: Primary Data

INTERPRETATION: From the observed values, the mean value of the scale statistics is 210.98, standard deviation is 8.79 and variance is 77.34.

4.3 FACTOR ANALYSIS

The factor analysis is conducted from the selected respondents to know its internal structure and the grouping of items.

TABLE 4.3.1 Factor Analysis

Communalities		
Variables	Initial	Extraction
Self-awareness	1.00	0.82
Self-regulation	1.00	0.91
Self-motivation	1.00	0.85
Social awareness	1.00	0.95
Social skills	1.00	0.90
Emotional intelligence	1.00	0.90
Demographic	1.00	0.56

Source: Primary data

INTERPRETATION: From the factor analysis, it is observed that none of the values were less than 0.56.

TABLE 4.3.2 Kaiser-Meyer-Olkin (Kmo) Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.56
Bartlett's Test of Sphericity	Approx. Chi-Square	146.24
	Df	10
	Sig.	0.00

Source: Primary data

INTERPRETATION: The KMO value close to 1 proves that the factor analysis yielded is reliable. The standard acceptable value is 0.5. The values ranging between 0.7 and 0.8 are good. For the above table, the KMO value is 0.45 which depicts that the factor analysis is suitable for the selected data. The Bartlett's test is highly significant i.e. ($p<0.0001$) therefore the factors analysis is suitable.

TABLE 4.3.3 TOTAL VARIANCE EXPLAINED

Component	Initial Eigen values			Extraction sums of squared loadings			Rotation sums of squared loadings		
	Total	Percentage of variance	Cumulative percentage	Total	Percentage of variance	Cumulative percentage	Total	Percentage of variance	Cumulative percentage
1	**3.27**	**46.77**	**46.77**	**3.27**	**46.77**	**46.77**	**2.82**	**40.34**	**40.34**
2	1.63	23.32	70.09	1.63	23.32	70.09	1.86	26.57	66.91
3	1.01	14.51	84.60	1.01	14.51	84.60	1.23	17.69	84.60
4	0.60	8.60	93.21						
5	0.29	4.27	97.48						
6	0.14	2.12	99.61						

Source: Primary data

INTERPRETATION: From the table 4.3.3 we can interpret that the eigen value for the linear component before and after extraction 4.78 variance was seen in 7 linear components. The factors explained that relatively larger amount of variance was seen in first few factors and only small amount of variance is seen in some factors before rotation. The high variance is 46.77% compared to 22.32% and 14.51% and after extraction it accounts for 40.34% compared to 66.91 and 84.60.

TABLE 4.3.4 Rotated Component Matrix

Variables	Component		
	1	2	3
Self-awareness	0.84	0.16	0.27
Self-regulation	0.91	0.08	0.26
Self-motivation	0.76	0.26	0.44
Social awareness	0.01	0.96	0.12
Social skills	0.33	0.87	0.19
Emotional intelligence	0.26	0.00	0.91
Demographic	0.70	0.24	0.12

Source: Primary data

INTERPRETATION: This table contains the rotated loading which represents both how the variables are weighted for each factor but also the correlation between the variables and the factor.

4.4 t-TEST: ONE SAMPLE

TABLE 4.4.1 One Sample Statistics

Variables	Mean	Std. Deviation	Std. Error Mean
Self-awareness	24.28	2.37	0.21
Self-regulation	19.86	1.45	0.13
Self-motivation	19.77	1.78	0.16
Social awareness	20.07	1.51	0.13
Social skills	32.80	0.88	0.08

Emotional intelligence	70.15	3.56	0.32
Demographic	22.11	1.27	0.11

Source: Primary Data

INTERPRETATION: This table output reveals that none of the values goes less than 0.08. The mean value of self-awareness is 24.28, standard deviation is 0.23, and standard error mean is 0.21. The mean value of self-regulation is 19.86, standard deviation is 0.1.4, and standard error mean is 013. The mean value of self-motivation was 19.77, standard deviation 1.78, and standard error mean 0.16. The mean value of social awareness is 20.07, standard deviation is 1.51, and standard error mean is 0.13. The mean value of social skills is 32.80, standard deviation is 0.88, and standard error mean is 0.08. The mean value of emotional intelligence is 70.15, standard deviation is 3.56, and standard error mean is 0.32. The mean value of demographic is 22.11 standard deviation is 1.27, and standard error mean. 0.11.

TABLE 4.4.2 t-TEST: One Sample

One-Sample Test				
Variables	**Test Value = 0**			
	T	**Df**	**Sig. (2-tailed)**	**Mean Difference**
Self-awareness	111.88	119	0.00	24.28
Self-regulation	149.91	119	0.00	19.86
Self-motivation	121.33	119	0.00	19.77
Social awareness	145.50	119	0.00	20.07
Social skills	407.09	119	0.00	32.80
Emotional intelligence	215.67	119	0.00	70.15
Demographic	189.44	119	0.00	22.11

Source: Primary Data

TABLE 4.4.3 t-TEST GROUP STATISTICS

Variables	Sex	N	Mean	Standard deviation	Standard error mean
SELF-AWARENESS	Male	96	24.54	2.24	0.22
	Female	24	23.25	2.63	0.53
SELF-REGULATION	Male	96	19.95	1.59	0.16
	Female	24	19.50	0.51	0.10
SELF-MOTIVATION	Male	96	20.39	1.36	0.13
	Female	24	17.30	0.90	0.18
SOCIAL AWARENESS	Male	96	20.38	1.17	0.11
	Female	24	18.85	2.04	0.41
SOCIAL SKILLS	Male	96	33.09	0.53	0.05
	Female	24	31.62	1.02	0.20
EMOTIONAL INTELLIGENCE	Male	96	69.48	3.68	0.37
	Female	24	72.81	0.51	0.10
DEMOGRAPHIC	Male	96	21.86	1.31	0.13
	Female	24	23.10	0.00	0.00

Source: Primary data

INTERPRETATION: From the above Table, we can interpret that the observation (N) is 120 in which 96 were male and 24 were female. For the output value of self-awareness for the male- M, SD and SEM was 24.54, 2.24, 0.22, and for the female- M, SD and SEM was 23.25, 2.63, and 0.53. The self-regulation for the male- M, SD and SEM was 19.95, 1.59, 0.16.and for the female- M, SD and SEM was 19.50, 0.51, 0.10. The self-motivation for the male- M, SD and SEM was 20.39, 1.36, 0.13.and for the female- M, SD and SEM was 17.30, 0.90, 0.18. The social awareness for the male- M, SD and SEM was 20.38, 1.174, 0.11, and for the female- M, SD and SEM was 18.85, 2.04, 0.41, The social skills for the male- M, SD and SEM was 33.09, 0.53, 0.05, and for the female- M, SD and SEM was 31.62, 1.02, 0.20. The emotional intelligence for the male- M, SD and SEM was 69.48, 3.68, 0.37, and for the female- M, SD and SEM was 72.81, 0.51, 0.1.The demographic for the male- M, SD and SEM was 21.86, 1.318, 0.13 for the female- M, SD and SEM was 23.10, 0.00, 0.00.

Where, M=Mean, SD= Standard Deviation and SEM=Standard Error Mean.

TABLE 4.4.4 Test For Independent Sample Test-I

Self-Awareness

Null Hypothesis (H_{01}): There is no considerable difference among Self-awareness.

Alternative Hypothesis (H_1): There is a considerable difference among Self-awareness.

Variable	Variance	Levene's Test for Equality of Variances						
		f	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self-Awareness	Equal variances assumed	7.86	0.00	2.42	118	0.01	1.29	0.53
	Equal variances not assumed			2.20	31.85	0.03	1.29	0.58

Source: Primary Data

INTERPRETATION: The above table output reveals the observation of Self-awareness variable of equal variance assumed and equal variance not assumed of 0.01 and 0.03 and level of significance value is 0.05, level of significance 0.05 and the p value 0.00 since the p value was lesser than the level of significance. It fails to accept null hypothesis and there is a considerable difference among Self-awareness of equal variance assumed and equal variance not assumed.

TABLE 4.4.5 TEST FOR INDEPENDENT SAMPLE TEST-II SELF-REGULATION

Null Hypothesis (H_{02}): There is no considerable difference among Self-regulation.

Alternative hypothesis (H_2): There is a considerable difference among Self-regulation.

Variable	Variance	Levene's test for equality of variances						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean difference	Standard error difference
Self-Regulation	Equal variances assumed	21.36	0.00	1.36	118	0.01	0.45	0.33
	Equal variances not assumed			2.33	111.35	0.02	0.45	0.19

Source: Primary Data

INTERPRETATION: The above table output reveals the observation of Self-regulation variable of equal variance assumed and equal variance not assumed of 0.01 and 0.02 and level of significance value is 0.05, level of significance 0.05 and the p value 0.00 since the p value was lesser than the level of significance. It fails to accept null hypothesis and there is a considerable difference among Self-regulation of equal variance assumed and equal variance not assumed.

TABLE 4.4.6 Test for Independent Sample Test-III Self-Motivation

Null Hypothesis (H_{03}): There is no considerable difference among Self-motivation.

Alternative Hypothesis (H_3): There is a considerable difference among Self-motivation.

Variable	Variance	Levene's Test for Equality of Variances						
		f	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
SELF-MOTIVATION	Equal variances assumed	2.45	0.12	10.48	118	0.00	3.08	0.29
	Equal variances not assumed			13.37	52.94	0.00	3.08	0.23

Source: Primary Data

INTERPRETATION: The above table output reveals the observation of Self-motivation variable of equal variance assumed and equal variance not assumed of 0.00 and 0.00 and level of significance value is 0.05, level of significance 0.05 and the p value 0.00 since the p value was lesser than the level of significance. It fails to accept null hypothesis and there is a considerable difference among Self-motivation of equal variance assumed and equal variance not assumed.

TABLE 4.4.7 Test for Independent Sample Test-Iv Social Awareness

Null Hypothesis (H_{04}): There is no considerable difference among Social awareness.

Alternative Hypothesis (H_4): There is a considerable difference among Social awareness.

Variable	Variance	Levene's Test for Equality of Variances						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean difference	Standard error difference
Social Awareness	Equal variances assumed	50.95	0.00	4.80	118	0.00	1.52	0.31
	Equal variances not assumed			3.50	26.90	0.02	1.52	0.43

Source: Primary Data

INTERPRETATION: The above table output reveals the observation of Social awareness variable of equal variance assumed and equal variance not assumed of 0.00 and 0.02 and level of significance value is 0.05, level of significance 0.05 and the p value 0.00 since the p value was lesser than the level of significance. It fails to accept null hypothesis and there is a considerable difference among Social awareness of equal variance assumed and equal variance not assumed.

TABLE 4.4.8 Test for Independent Sample Test-V

Social Skills

Null Hypothesis (H_{05}): There is no considerable difference among Social skills.

Alternative Hypothesis (H_5): There is a considerable difference among Social skills.

Variable	Variance	Levene's Test for Equality of Variances						
		f	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Social Skills	Equal variances assumed	26.55	0.00	9.76	118	0.00	1.46	0.15
	Equal variances not assumed			6.81	26.24	0.00	1.46	0.21

Source: Primary Data

INTERPRETATION: The above table output reveals the observation of Social skills variable of equal variance assumed and equal variance not assumed of 0.00 and 0.00 and level of significance value is 0.05, level of significance 0.05 and the p value 0.00 since the p value was lesser than the level of significance. It fails to accept null hypothesis and there is a considerable difference among Social skills of equal variance assumed and equal variance not assumed.

TABLE 4.4.9 Test For Independent Sample Test-Vi

Emotional

Null Hypothesis (H_{06}): There is no considerable difference among Emotional intelligence.

Alternative Hypothesis (H_6): There is a considerable difference among Emotional intelligence.

Variable	Variance	Levene's Test for Equality of Variances						
		f	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Emotional Intelligence	Equal variances assumed	97.10	0.00	4.39	118	0.00	3.32	0.75
	Equal variances not assumed			8.50	107.51	0.00	3.32	0.39

Source: Primary Data

INTERPRETATION: The above table output reveals the observation of Emotional intelligence variable of equal variance assumed and equal variance not assumed of 0.00 and 0.00 and level of significance value is 0.05, level of significance 0.05 and the p value 0.00 since the p value was lesser than the level of significance. It fails to accept null hypothesis and there is a considerable difference among Emotional intelligence of equal variance assumed and equal variance not assumed.

5. FINDINGS

- There exists a considerable difference for employee excellence in auto industry on the dimensions of emotional variables and emotional intelligence.
- There exists a considerable difference on the dimensions of equal variance- assumed and not assumed.
- The outcomes emphasize that we should not only be limited to the factors of Emotional excellence but also hopefully find out more about the new relationship with emotional intelligence.
- There is a need to develop emotional intelligence in individuals for improving workplace's performance, efficiency and practices.

6. CONCLUSION

The emotional intelligence is a key factor in understanding of traditional intelligence for attaining life's goals and achievements. Reason for the achievements & better relationships we can say that various measures like feelings, social awareness & social disorder behavior can be controlled by self-control & social decision-making. Thus, we can say that successful person requires effective awareness, control one's own emotions & understanding of the people. It is agreed from the findings that emotional intelligence is significantly more important for excellence. Being emotionally smart, Employees are organized and work effectively to take Emotional behavior on their performance which concludes that being emotionally intelligent contributes to excellence both in personal and professional lives of the employees. Emotional Intelligence enables an individual to think more creatively and to use the emotions to solve many issues and overcome various challenges. An emotionally intelligent individual is skilled in four areas: Identifying, using, understanding, and regulating emotions.

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