

# EMOTIONAL INTELLIGENCE MEDIATE THE INTRAPERSONAL SKILLS AMONG DIFFERENTLY ABLE EMPLOYEES

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*Abstract: Emotional intelligence mediates the development of intrapersonal skills to identify determine interventions that promote it and improve differently able employees. Still, many supervisors feel that new differently able employee have inadequate communicative and competencies. The objective of this study is to examine the factors that affect emotional intelligence mediating effect of Intrapersonal Skills, among differently able employees of Public and Government sectors in Cuddalore District, Tamilnadu, India. The study was conducted by taking 243 differently able employees who are belonging to the Chennai. The random sampling method was used in this study and also the surveying method used to collect the data. The Intrapersonal Skills as evolved Emotional, Self-Awareness, Assertiveness, Self-Regard, Self-Actualization, Independence. The results suggest and improves differently able employee's social relationship skills. In particular, differently able employees in Intrapersonal Skills with superiors and coworker in differently able employees of manufacturing industry*

*Keywords: Emotional intelligence, Differently able Employees*

## INTRODUCTION

The word “intelligence” is as old as human existence and symbiotically associated with thinking skills that distinguish an individual from another and most importantly a predictor of life adjustment in the society. When psychologists began to write and think about intelligence, they focused on cognitive aspects, such as memory and problem-solving. However, there were researchers who recognized early on that the non-cognitive aspects were also important. For instance, David Wechsler defined intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment” (Wechsler, 1958). As early as 1940 he referred to “non-intellective” as well as “intellective” elements (Wechsler, 1940), by which he meant affective, personal and social factors.

Furthermore, as early as 1943 Wechsler was proposing that the non-intellective abilities are essential for predicting one's ability to succeed in life. Wechsler was not the only researcher who saw non-cognitive aspects of intelligence to be important for adaptation and success. Robert Thorndike was writing about "social intelligence" in the late thirties (Thorndike & Stein, 1937).

### **Intrapersonal Intelligence**

Intrapersonal Intelligence refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. Intrapersonal Intelligence includes

- Affective Awareness – the knowledge of one's feelings, attitudes and outlook
- Ethical Awareness – the setting of one's principles and moral priorities
- Self-Regulation – monitoring one's thoughts, actions and behavior
- Metacognition – the awareness of one's thought processes.

Self-awareness is one of the key components of emotional intelligence (EI).

### **RESEARCH METHODOLOGY Objectives of the study**

- To assess the level of Emotional Intelligence of differently able employees in Cuddalore District, Tamilnadu, India.
- To measure the Emotional Intelligence of differently able employees in Cuddalore District, Tamilnadu, India.

### **Hypothesis of the study**

- ⇒ There is no significant difference towards Emotional Intelligence with respect to Age group.
- ⇒ There is no significant difference towards Emotional Intelligence with respect to Educational Qualification.

### **Sampling Technique and Sample Size**

The study is based on the information based on the Primary data collected from 243 respondents through questionnaire. By adopting random sampling technique, the researcher personally met the differently able person working on Public and Government sectors in Cuddalore District, Tamilnadu, India.

### **Limitation of the study**

The study examined the extent to which 243 differently able employees in emotional intelligence correlates with, and ultimately predicts their overall in Cuddalore District, Tamilnadu, India. The study observes includes only the emotional intelligence in differently able

employees. It does not consider other factors. Thus, the results and findings can be generalized only to Public and Government sectors in Cuddalore District, Tamilnadu, India.

**Tools for Data Analysis**

The statistical tool Chi-square test are used for analysis data.

**ANALYSIS AND INTREPRETATION Table 1: Age of Respondents and Intrapersonal Skills**

Intrapersonal			Age				Total	$\chi^2 / p$ Value
			Less than 30 Years	30 – 40 Years	41 – 50 Years	Above 50 Years		
Emotional Self-Awareness	Low	Nos.	20	32	16	3	71	$\chi^2=10.855$ p=0.093
		%	32.8%	35.2%	23.9%	12.5%	29.2%	
	Moderate	Nos.	15	25	13	5	58	
		%	24.6%	27.5%	19.4%	20.8%	23.9%	
	High	Nos.	26	34	38	16	114	
		%	42.6%	37.4%	56.7%	66.7%	46.9%	
Assertiveness	Low	Nos.	15	31	17	2	65	$\chi^2=17.498$ p=0.008
		%	24.6%	34.1%	25.4%	8.3%	26.7%	
	Moderate	Nos.	23	32	14	6	75	
		%	37.7%	35.2%	20.9%	25.0%	30.9%	
	High	Nos.	23	28	36	16	103	
		%	37.7%	30.8%	53.7%	66.7%	42.4%	
Self Regard	Low	Nos.	19	29	16	2	66	$\chi^2=11.956$ p=0.063
		%	31.1%	31.9%	23.9%	8.3%	27.2%	
	Moderate	Nos.	19	29	15	6	69	
		%	31.1%	31.9%	22.4%	25.0%	28.4%	
	High	Nos.	23	33	36	16	108	
		%	37.7%	36.3%	53.7%	66.7%	44.4%	
Self-Actualization	Low	Nos.	14	26	15	2	57	$\chi^2=17.694$ p=0.007
		%	23.0%	28.6%	22.4%	8.3%	23.5%	
	Moderate	Nos.	24	33	15	4	76	
		%	39.3%	36.3%	22.4%	16.7%	31.3%	
	High	Nos.	23	32	37	18	110	
		%	37.7%	35.2%	55.2%	75.0%	45.3%	
Independence	Low	Nos.	16	30	14	2	62	$\chi^2=11.332$ p=0.079
		%	26.2%	33.0%	20.9%	8.3%	25.5%	
	Moderate	Nos.	19	22	13	6	60	
		%	31.1%	24.2%	19.4%	25.0%	24.7%	
	High	Nos.	26	39	40	16	121	
		%	42.6%	43.3%	55.2%	66.7%	50.4%	

		%	42.6%	42.9%	59.7%	66.7%	49.8%	
<b>Total</b>	<b>Nos.</b>	<b>61</b>	<b>91</b>	<b>67</b>	<b>24</b>	<b>243</b>		

Source: Primary data.

The cross tabulation between level of intrapersonal skills and age of the respondents is shown in the table 5.11 Regarding emotional self-awareness, 46.9 percent of the respondents are having high level of self-awareness, 29.2 percent of the respondents are having low level of self-awareness and 23.9 percent of the respondents are having moderate level of self-awareness. However, 66.7 percent of the respondents who are above 50 years of age and 56.7 percent of the respondents whose age group is 41- 50 years are having high level of emotional self-awareness. In order to find out the association between age and emotional self-awareness, Chi-square test was applied and the result shows an insignificant outcome ( $\chi^2=10.855$ ;  $p=0.093$ ).

With respect to assertiveness on intrapersonal skills, 66.7 percent of the respondents who are above 50 years of age and 53.7 percent of the respondents whose age group is 41- 50 years are having high level of assertiveness. However, 34.1 percent of the respondents who are age group 31-40 years and 24.6 percent of the respondents whose age group is below 30 years are having low level of assertiveness. In order to find out the association between age and assertiveness, Chi-square test was applied and the result shows significant outcome ( $\chi^2=17.498$ ;  $p=0.008$ ). Age has significant difference with assertiveness.

In the case of self-regard on intrapersonal skills, 66.7 percent of the respondents who are above 50 years of age and 53.7 percent of the respondents whose age group is 41- 50 years are having high level of self-regard. However, 31.9 percent of the respondents who are in the age group of 31-40 years and 31.1 percent of the respondents whose age group is below 30 years are having low level. In order to find out the association between age and self-regard, Chi-square test was applied and the result shows an insignificant outcome ( $\chi^2=11.956$ ;  $p=0.063$ ). Age does not have any association with self-regard on intrapersonal skills.

Regarding self-actualization on intrapersonal skills, 75 percent of the respondents who are above 50 years of age and 55.2 percent of the respondents whose age group is 41- 50 years are having high level of self-actualization. However, 28.6 percent of the respondents who are in the age group of 31-40 years and 23 percent of the respondents whose age group is below 30 years are having low level. In order to find out the association between age and SelfActualization, Chi-

square test was applied and the result shows a significant outcome ( $\chi^2=17.694$ ;  $p=0.007$ ). So, age have significant difference with self-actualization on intrapersonal skills.

With respect to Independence on intrapersonal skills, 66.7 percent of the respondents who are above 50 years of age and 59.7 percent of the respondents whose age group is 41- 50 years are having high level of independence. However, 33 percent of the respondents who are in the age group 31-40 years and 26.2 percent of the respondents whose age group is below 30 years are having low level. In order to find out the association between age and Independence, Chi-square test was applied and the result shows an insignificant outcome ( $\chi^2=11.332$ ;  $p=0.079$ ). So, age does not have any association with independence on intrapersonal skills.

**Table 2: Education Level of Respondents and Intrapersonal Skills**

Intrapersonal			Educational Qualification					Total	$\chi^2 / p$ Value
			School Level	Diploma	Under Graduate	Post Graduate	Professional Course		
Emotional Self-Awareness	Low	Nos.	44	1	25	0	1	71	$\chi^2=144.74$ $p<0.001$
		%	77.2%	1.5%	39.7%	0.0%	3.2%	29.2%	
	Moderate	Nos.	6	19	20	13	0	58	
		%	10.5%	28.4%	31.7%	52.0%	0.0%	23.9%	
	High	Nos.	7	47	18	12	30	114	
		%	12.3%	70.1%	28.6%	48.0%	96.8%	46.9%	
Assertiveness	Low	Nos.	38	1	25	0	1	65	$\chi^2=126.31$ $p<0.001$
		%	66.7%	1.5%	39.7%	0.0%	3.2%	26.7%	
	Moderate	Nos.	13	28	21	13	0	75	
		%	22.8%	41.8%	33.3%	52.0%	0.0%	30.9%	
	High	Nos.	6	38	17	12	30	103	
		%	10.5%	56.7%	27.0%	48.0%	96.8%	42.4%	
Self Regard	Low	Nos.	40	1	24	0	1	66	$\chi^2=130.06$ $p<0.001$
		%	70.2%	1.5%	38.1%	0.0%	3.2%	27.2%	
	Moderate	Nos.	8	26	22	13	0	69	
		%	14.0%	38.8%	34.9%	52.0%	0.0%	28.4%	
	High	Nos.	9	40	17	12	30	108	
		%	15.8%	59.7%	27.0%	48.0%	96.8%	44.4%	
Self-Actualization	Low	Nos.	32	1	23	0	1	57	$\chi^2=103.34$ $p<0.001$
		%	56.1%	1.5%	36.5%	0.0%	3.2%	23.5%	
	Moderate	Nos.	14	29	20	13	0	76	
		%	24.6%	43.3%	31.7%	52.0%	0.0%	31.3%	
	High	Nos.	11	37	20	12	30	110	
		%							

		%	19.3%	55.2%	31.7%	48.0%	96.8%	45.3%	
Inde	Low	Nos.	38	0	23	0	1	62	$\chi^2=144.38$ p<0.001
		%	66.7%	0.0%	36.5%	0.0%	3.2%	25.5%	
	Moderate	Nos.	13	11	23	13	0	60	
		%	22.8%	16.4%	36.5%	52.0%	0.0%	24.7%	
	High	Nos.	6	56	17	12	30	121	
		%	10.5%	83.6%	27.0%	48.0%	96.8%	49.8%	
<b>Total</b>		<b>Nos.</b>	<b>57</b>	<b>67</b>	<b>63</b>	<b>25</b>	<b>31</b>	<b>243</b>	

Source: Primary data.

The cross tabulation between level of intrapersonal skills and educational qualification of the respondents is shown in the table 5.12. Regarding emotional self-awareness, 46.9 percent of the respondents are having high level of self-awareness, 29.2 percent of the respondents are having low level of self-awareness and 23.9 percent of the respondents are having moderate level of self-awareness. However, 96.8 percent of the respondents who have completed Professional courses and 70 percent of the respondents whose have done Diploma courses are having high level of emotional self-awareness. Further, respondents who have completed school level education (77.2%) are having low level of emotional self-awareness. In order to find out the association between educational qualification and emotional selfawareness, Chi-square test was applied and the result shows a significant outcome ( $\chi^2=144.74$ ; p<0.001).

With respect to assertiveness on intrapersonal skills, 96.8 percent of the respondents who have done professional courses and 56.7 percent of the respondents whose have done diploma courses are having high level of assertiveness. However, 66.7 percent of the respondents who have done school level and 39.7 percent of the respondents who are undergraduates are having low level of assertiveness. In order to find out the association between educational qualification and assertiveness, Chi-square test was applied and the result shows significant outcome ( $\chi^2=126.31$ ; p<0.001). So education has significant difference with assertiveness on intrapersonal skills.

In the case of self-regard on intrapersonal skills, 96.8 percent of the respondents who have done professional courses and 53.7 percent of the respondents whose have done diploma courses are having high level of self-regard. However, 70.2 percent of the respondents who are done school level and 38.1 percent of the respondents whose done undergraduate are having low level of self-regards. In order to find out the association between educational qualification and self-regard, Chi-square test was applied and the result shows a significant outcome ( $\chi^2=130.06$ ; p<0.001). So educational qualification is associated with self-regard on intrapersonal skills.

Regarding self-actualization on intrapersonal skills, 96.8 percent of the respondents who have done professional courses and 55.2 percent of the respondents whose have done diploma courses are having high level of self-actualization. However, 56.1 percent of the respondents who have done school level and 36.5 percent of the respondents who are undergraduate are having low level of self-actualization. In order to find out the association between educational qualification and Self-Actualization, Chi-square test was applied and the result shows a significant outcome ( $\chi^2=103.34$ ;  $p<0.001$ ). So education have significant difference with self-actualization on intrapersonal skills.

With respect to Independence on intrapersonal skills, 96.8 percent of the respondents who have done professional courses and 83.6 percent of the respondents whose have done diploma courses are having high level of independence. However, 66.7 percent of the respondents who have done school level and 36.5 percent of the respondents who are undergraduate are having low level of self-actualization. In order to find out the association between education and Independence, Chi-square test was applied and the result shows a significant outcome ( $\chi^2=144.38$ ;  $p<0.001$ ). So, education has significant difference with independence on intrapersonal skills.

## CONCLUSION

The research entitled “emotional intelligence mediate the intrapersonal skills among differently able employees” has so far discussed. Descriptive research design was adopted in this study. This study has random sampling technique to collect data from differently able employees. The sample size consisted of 243 employees. This study takes the statistical analysis with respect to age group and educational qualification. Chi-square test was used for data analysis. The analysis found that there is significant difference towards Emotional intelligence with respect to age group of the differently able employees. The analysis also found that there is significant difference towards emotional intelligence with respect to educational qualification and differently able employees telling us we are all emotion people but at the same time we become intelligence in expressing our emotion. Investing in Emotional Intelligence training program helps to enhance the level of Emotional Intelligence among differently able employees, which not only facilitates the improvement of the individual performance, but also increases the organisational performance.

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