A PSYCHOLOGICAL LESSON FROM THE POINT OF EMOTIONAL INTELLIGENCE AMONG DIFFERENTLY ABLE EMPLOYEES: MONITORING UNDER THE HEALTH MANAGEMENT

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ABSTRACT

The main objective of this survey is to reveal that Emotional Intelligence of differently able employees in Cuddalore District, Tamilnadu, India. In order to achieve this objective, a questionnaire-based survey was launched with a sample of 243 participants from differently able employees and applying a statistical tool, some interesting results are obtained. Analysis results confirmed that Emotional intelligence among differently able employees is show interesting feelings, love and anger among differently able employees. Finally, the results and findings from this study would be valuable for administration in the social relationship skills in particular, differently able employees with superiors and coworker in differently able employees of Cuddalore District, Tamilnadu, India.

Keywords: Emotional intelligence, Differently able Employees

1. INTRODUCTION

When most people think of the word “disability”, they immediately picture someone in a wheelchair. But there are many different types of disabilities. People with a disability may include:

- people who are blind or partially sighted
- people with learning or intellectual disabilities
- people who are deaf or hearing impaired
- people with a physical disability
- people with long term illnesses
- people with mental health or psychological difficulties
- people with an acquired brain injury

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.

Goleman (1995) defined “emotional intelligence” as the ability in realizing one's own feelings as well as the feelings of others in order to build up self-inducement, to manage personal emotions and the emotions occurred from various associations. According to Goleman, the term “emotions” refers to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act. These expressions are anger,
sorrow, fear, joy, love, repulsion, surprise and shame etc. In general, emotional intelligence is the accumulation of all non-cognitive and non-physical capabilities, competencies and skills a person has, that help him/her to deal with the demands and pressure of everyday life.

II. STATEMENT OF THE PROBLEM

With the right emotional intelligence skills, one can have control over these emotions and can be successful at workplaces. Life at workplace can be so much more enjoyable with these emotional intelligences. Emotional intelligence helps people get more personal and professional relationships and progress further at work place. Apart from the above emotional intelligence is the ability to identify oneself and analyse and solve one’s problems and enables one’s own development. Usually, this ability is underutilized making people think less about themselves and start imagining problems mostly of one’s own make. When people lack the outward focus, satisfaction of achieving the goals, they are prone to mental illness. Due to modernization and automaticization, jobs are becoming highly intellectual. Highly skilled jobs have increased the importance of humans, and to deal with them, high emotional intelligence is required.

III. 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. 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.

IV. RESEARCH METHODOLOGY

This section provides a description of the research design, sampling techniques and data collection technique. This study falls under descriptive in nature. The study was carried out by using the survey method.

Objectives of the study

➢ To find out the 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 Educational Qualification.

➢ There is no significant difference towards Emotional Intelligence with respect to marital Status.

Sampling Technique and Sample Size

Participants for the present study were differently able person working on Public and Government sectors in Cuddalore District, Tamilnadu, India. To provide an adequate level of confidence in this study, a sample size of 243 respondents was targeted. Random sampling technique method was adopted to ensure that various groups were included properly in the sample. Based on the composition of the total population of differently able employee working on Public and Government sectors an adequate number of samples have been collected. Data were collected from the subjects using the researcher personally met the differently able employee personally administered questionnaires. 243 Employees from several private and government sector to assist in the data collection process.

Tools for Data Analysis

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

V. ANALYSIS AND INTERPRETATION
### Table 1: Education and Adaptability Skills

<table>
<thead>
<tr>
<th>Adaptability</th>
<th>School Level</th>
<th>Diploma</th>
<th>Under Graduate</th>
<th>Post Graduate</th>
<th>Professional Course</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Problem Solving</td>
<td>Nos. 40</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>% 62.5%</td>
<td>0.0%</td>
<td>35.9%</td>
<td>0.0%</td>
<td>1.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Moderate</td>
<td>Nos. 14</td>
<td>26</td>
<td>23</td>
<td>13</td>
<td>0</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>% 18.4%</td>
<td>34.2%</td>
<td>30.3%</td>
<td>17.1%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>High</td>
<td>Nos. 3</td>
<td>41</td>
<td>17</td>
<td>12</td>
<td>30</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>% 2.9%</td>
<td>39.8%</td>
<td>16.5%</td>
<td>11.7%</td>
<td>29.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Reality Testing</td>
<td>Nos. 41</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>% 63.1%</td>
<td>0.0%</td>
<td>35.4%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Moderate</td>
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<td>17</td>
<td>20</td>
<td>11</td>
<td>0</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>% 22.6%</td>
<td>27.4%</td>
<td>32.3%</td>
<td>17.7%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>High</td>
<td>Nos. 2</td>
<td>50</td>
<td>20</td>
<td>14</td>
<td>30</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>% 1.7%</td>
<td>43.1%</td>
<td>17.2%</td>
<td>12.1%</td>
<td>25.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Nos. 39</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>1</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>% 81.9%</td>
<td>0.0%</td>
<td>36.5%</td>
<td>0.0%</td>
<td>1.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Moderate</td>
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<td>23</td>
<td>13</td>
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<td>74</td>
</tr>
<tr>
<td></td>
<td>% 20.3%</td>
<td>31.1%</td>
<td>31.1%</td>
<td>17.6%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>High</td>
<td>Nos. 3</td>
<td>44</td>
<td>17</td>
<td>12</td>
<td>30</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>% 2.8%</td>
<td>41.5%</td>
<td>16.0%</td>
<td>11.3%</td>
<td>28.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Total Nos. 57 67 63 25 31 243

*Source:* Primary data computed.

The cross-tabulation between level of Adaptability and education of the respondents is shown in the table-1. Regarding Problem Solving, 39.8 percent of the respondents who have done diploma courses and 29.1 percent of the respondents who have done professional course are having high level of Problem-Solving skills. In order to find out the association between education and Problem-Solving skills, Chi-square test was applied and the result shows a significant outcome ($\chi^2=139.769; p<0.001$).

With respect to reality testing on Adaptability skills, 43.1 percent of the respondents who have done diploma courses and 25.9 percent of the respondents who have done professional courses are having high level of reality testing. However, 63.2 percent of the respondents who have done school level and 35.5 percent of the respondents who are undergraduates are having low level of reality testing. In order to find out the association between education and reality testing, Chi-square test was applied and the result shows significant outcome ($\chi^2=141.855; p<0.001$). So, education has significant difference with reality testing on Adaptability skills.

In the case of flexibility on Adaptability, 41.5 percent of the respondents who have done diploma courses and 28.3 percent of the respondents who have done professional courses are having high level of flexibility. However, 61.9 percent of the respondents who have done school level and 31.1 percent of the respondents who are undergraduates are having low level of flexibility. In order to find out the association between education and flexibility, Chi-square test was applied and the result shows a significant outcome ($\chi^2=137.978; p<0.001$). So, education has significant difference with flexibility on Adaptability skills.

### Table 2: Marital Status of Respondents and Adaptability

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Total</th>
<th>$\chi^2$ / p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>243</td>
<td></td>
</tr>
</tbody>
</table>

*Table 2: Marital Status of Respondents and Adaptability*
The cross tabulation between level of Adaptability and marital status of the respondents is shown in the table-2. Regarding Problem Solving, 43.7 percent of the respondents who are married and 25.2 percent of the respondents who are in single are having high level of Problem-Solving skills. In order to find out the association between marital status and Problem-Solving skills, Chi-square test was applied and the result shows an insignificant outcome ($\chi^2=10.093; p=0.259$).

With respect to reality testing on Adaptability skills, 43.1 percent of the respondents who are married and 26.7 percent of the respondents who are single are having high level of reality testing. In order to find out the association between marital status and reality testing, Chi-square test was applied and the result shows insignificant outcome ($\chi^2=10.998; p=0.202$). So marital status does not have any association with reality testing on Adaptability skills.

In the case of flexibility on Adaptability, 44.3 percent of the respondents who are married and 25.5 percent of the respondents who are in single are having high level of flexibility. In order to find out the association between marital status and flexibility, Chi-square test was applied and the result shows an insignificant outcome ($\chi^2=9.391; p=0.310$). So marital status does not have any association with flexibility on Adaptability skills.

VI. CONCLUSION

The research entitled “A psychological lesson from the point of emotional intelligence among differently able employees: monitoring under the health management” has so far discussed and analysis found that there is significant difference towards Emotional intelligence with respect to educational qualification of the differently able employees. The analysis also found that there is significant difference towards emotional intelligence with respect to marital status of differently able employees. The organisation should promote the school level educated employees by giving special work related to their education to improve their work balance and encourage them to take up challenging assignments. Government and public sector should increase the Emotional Intelligence of differently able employees by increasing skill training to help in developing mental abilities of differently able employees; employees should be encouraged to develop their social skills which would lead to their greater acceptance among their colleagues and subordinates, thereby enhancing the work process leading to success in the organizations.

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