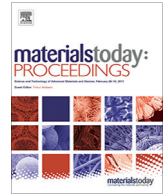




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A relative study of emotional intelligence on self-directed learning

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ABSTRACT

The business environment today is marked by information revolution. The pace of change is so rapid that adoptability has replaced productivity as a measure of organizational performance. It is the emotional intelligence of the workforce that determines the flexibility in learning. It is the competency or ability of individuals to take control of the factors that determine the potential of learning. They are willing to take responsibility of the consequences as a learner. The paper discusses the role of the various parameters of emotional intelligence in initiating the process of self-directed learning among the employees of Bhilai Steel Plant. The organization is presently poised for transformation through the implementation of ERP. To accelerate the process of acceptance and adoption it is essential that self-directed learning should take place. But self-motivation, one of the important elements of EI is found to be low and so is self-awareness and intuition in the BSP employees. Strategies have been suggested to reduce the weaknesses. © 2020 Elsevier Ltd. All rights reserved.

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1. Introduction

Organizations today thrive on the psychological relationship between the people and the organization. In an environment of technological revolution, the pace of change is so rapid that a readjustment between the man, his work and the environment become both difficult and complex. In the process this relationship is distributed. The new economy is characterized by volatility; hence organizations need to execute the process of change effectively so as to ensure adaptability amongst the work force because in successful organizations performance is determined by adaptability to change rather than productivity.

Enthusiastic Intelligence (EI) is the capacity to distinguish, survey, and control the feelings of oneself, of others and of gatherings. Passionate Intelligence is the capacity to see feelings, to get to and create feelings in order to help thought to get feelings and enthusiastic information and to brilliantly manage feelings in order to advance enthusiastic and scholarly development, J Mayer and P. Salovey. Enthusiastic Intelligence (EI) alludes explicitly to the exchange among insight and feeling, a communication among knowledge and feeling structures the reason for human skill in any action. The brain research word reference meaning of EI is the familiarity with and capacity to deal with one's feelings in a solid and beneficial way. "Currently EI become progressively main

stream as a measure for recognizing possibly successfully pioneer and it might use as a device in creating compelling initiative aptitudes says George.

2. Emotional intelligence

An individual in a transforming organization is always the victim to the change. It is expected from an employee that as an individual and as a group to readjust internally and externally too as his relationship with the others and his work also gets altered. It is the emotional intelligence level of the employees that will determine the emotional stability between the employees and the degree to which they work in cooperation for better results.

The various dimensions of EI include:-

- Self-Awareness: It is the accurate assessment of one's own emotions which helps an individual to identify his own strengths and weakness hence developing a sense of self-worth.
- Self-Management: It means keeping impulses under control. It lends an element of flexibility to adapt to changing situations and indicates an inner drive to perform and attain standards of excellence. It leads to positive thinking and develops innovative capabilities.
- Social Awareness: Empathy is a trait of being concerned about the others. The ability to assess the changes in the organization and understanding the needs of the others.

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Table 1
Parameters with Mean and SD in research Methodology.

| | Innovation | Self-Awareness | Intuition | Emotion | Motivation | Empathy | Social Skill |
|-------------|--------------|----------------|--------------|--------------|--------------|--------------|--------------|
| | 52 | 43 | 28 | 47 | 50 | 55 | 48 |
| | 50 | 43 | 34 | 52 | 25 | 46 | 56 |
| | 56 | 18 | 44 | - | 24 | 47 | 22 |
| | 41 | 57 | 50 | - | - | - | 29 |
| | - | 36 | - | - | - | - | 46 |
| | 199 | 197 | 156 | 99 | 99 | 148 | 201 |
| Mean | 49.75 | 39.40 | 39.00 | 49.50 | 33.00 | 49.33 | 40.20 |
| SD | 5.49 | 12.69 | 8.54 | 2.50 | 12.03 | 4.03 | 12.66 |

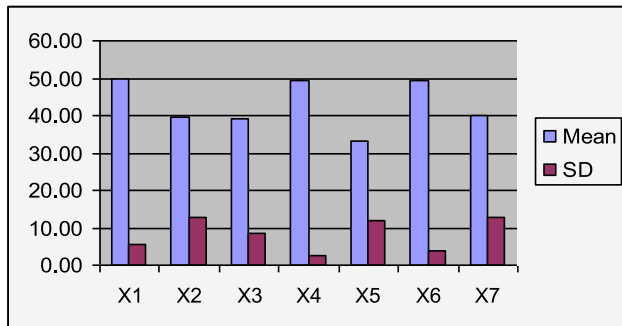


Fig 1. Graph between Mean and SD.

- **Social Skills:** The ability to build bonds and cultivate a culture of collaboration and teamwork. Self motivation acts as a catalyst in creation of synergies between people.

Thus situations today in organizations demand a behavioral change in both self and the organization, which calls for an awareness of both the self, and the change itself.

The organizational cultural environment calls for the organization to acknowledge, recognize and monitor its member's emotions, which is manifested in the organizations norms and routines. Self directed change is an intentional change from whom you are to who you want to be. It is the process of a change in self where the individual is fully aware of the process of change (Richard E. Boyatzis, 2001).

3. Self-directed learning

Self-directed learning is a tool of making a situation where learning is possessed by the individual and lined up with the authoritative needs. People assume responsibility for choices about their learning and work with others to accomplish it.

In self-directed learning

- Individuals can get engaged to assume expanding liability for different choices related with the learning try.
- Self-directed learning doesn't happen in seclusion with the others.
- In self-directed learning getting the hang of, learning happens because of the exchange of the information and aptitudes starting with one circumstance then onto the next.

Self-directed learning rests on the ability of individuals to take responsibility of their own thoughts and actions with respect to various situations. Hence, the ability or willingness of individuals to take control of the self-learning process is his/her potential for self-direction. He also accepts the responsibility of accepting the

consequences of his actions (Brockett and Hiemstra, 1991). Individual attributes such as mindfulness and self-course alludes to a person's capacity to assume liability of self. Inside variables incline the grown-up obligation of learning related contemplations and activities while the outer elements encourage the learning procedure. Self-directed learning incorporates self-administration (the executives of the specific circumstance, including social setting, assets, and activities) with self-checking (the procedure whereby students screen, assess, and direct their psychological learning systems) (Garrison, 1997; Bolhuis, 1996). Writing on Self-directed learning further affirms that Self-directed students show a more prominent consciousness of their duty in making learning important and checking themselves (Garrison, 1997).

They are interested and ready to attempt new things (Hunt and Lyman, 1997), see issues as difficulties, want change, and appreciate learning (Taylor, 1995). Taylor (1995) additionally got self-guided students to be inspired and relentless, autonomous, self-trained, fearless. EQ has been characterized in various terms by numerous scientists in the field. The definitions nearly cover, yet there are likewise contrasts. It was depicted as the capacity to perceive, comprehend, modify, and saddle feelings (Salovey and Mayer, 1990; Schutte, et al., 1998). Passionate knowledge can be characterized as the capacity to screen one's own and other people's feelings, to segregate between various feelings and name them properly and to utilize enthusiastic data to manage thinking and conduct. Passionate insight likewise reflects capacities to join knowledge, sympathy and feelings to improve thought and comprehension of relational elements. Be that as it may, discussions exist with respect to the meaning of EQ, thinking about wording and furthermore operationalization. Thus, in order to ensure that the process of transformation is smooth and yields timely results, organizations must ensure that EI levels of the employees is high enough to understand, accept and absorb the change through teamwork.

4. The study

Bhilai Steel Plant, a famous plant otherwise called BSP, is a standout amongst other coordinated steel plants of SAIL (Steel Authority of India Ltd.), a main steelmaking organization in India. SAIL produces both fundamental and extraordinary prepares for local development, designing, power, railroad, car and protection businesses and available to be purchased in send out business sectors. The other incorporated steel plants are Durgapur Steel Plant (DSP) in West Bengal, Rourkela Steel Plant (RSP) in Orissa, Bokaro Steel Plant (BSL) in Jharkhand and IISCO Steel Plant (ISP) in West Bengal. BSP is ready to implement Enterprise Resource Planning (ERP) which is going to bring organizational change. This will result in a shift of paradigm not only in the employee-employee relationship but also in the employee-work relationship. It is the level of EI in the employees that will determine the rate of self-directed learning.

Table 2
Parameters with Mean and SD in Findings.

| | Innovation | Self-Awareness | Intuition | Emotion | Motivation | Empathy | Social Skill |
|------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | X ₁ | X ₂ | X ₃ | X ₄ | X ₅ | X ₆ | X ₇ |
| Mean | 49.75 | 39.40 | 39.00 | 49.50 | 33.00 | 49.33 | 40.20 |
| SD | 5.49 | 12.69 | 8.54 | 2.50 | 12.03 | 4.03 | 12.66 |

5. Objectives

The following were objectives of the present study.

1. To study about the Emotional Intelligence among Management employees.
2. To know the Self-Awareness among employees
3. To identify the Managing Emotions among employees.
4. To assess the Motivating oneself among employees
5. To understand the empathy of employees.

6. Research methodology

Research Design – Descriptive

Sampling Design – Simple random sampling

Sample size: 60

Sampling Unit – Employees of BSP

Analysis Tool: Likert scale has been used to gather the points of high Emotional Intelligence.

Standard value – 40 points has been assumed to be the standard value of EI Level, i.e. to say if the point of a certain parameter is below 40, it suggests that the EI level is low. On the other hand, if the score is >49, then EI is strong.

Table 1 indicates that while innovation, emotion, empathy and social skills are reflecting strong EI as they have mean points 49.75, 49.50, 49.33 and 40.20 respectively. On the other hand, self-awareness, intuition and motivation have points below 40 indicating low EI.

It has been observed that Self-awareness, Intuition and motivation play a very significant role in the management of change to induce self-directed learning. The means scores of the above-mentioned parameters namely self-awareness and intuition are very close to 40 hence, they can be taken care of with little effort. As it has been properly brought up that Self-coordinated learning is frequently connected with the ability of self-reflection. McNamara (1999) advocates that an exceptionally energetic, Self-directed employee with aptitudes in self-reflection can move toward any circumstance and treat it as a consistent homeroom from which information can be obtained. Self-directed learning likewise fuses the huge job of inspiration and volition in starting and keeping up students' endeavors. Inspiration drives the choice to take an interest, and volition continues the will to oversee an undertaking as far as possible so objectives are accomplished (Corno, 1992; Garrison, 1997). Henceforth, inspiration assumes a noteworthy job in self-coordinated learning; thus, satisfactory techniques should be gotten ready for the equivalent.

7. Findings

| Standard = 40 | | | | |
|---------------|----------------|-----------|------------|--------------|
| Strong EI | Innovation | Emotion | Empathy | Social Skill |
| Weak EI | Self-Awareness | Intuition | Motivation | |

It has been observed that the self-motivation level is low. Fig. 1 shows the Graph between Mean and SD whereas Table 2 shows the Parameters with Mean and SD in Findings. A major component of EI, it is associated with a desire to excel through optimism and initiative. To induce self-directed learning, this inner drive is a pre-requisite. The management needs to focus its strategies and work towards modifying the culture and climate so as to kindle the inner drive to learn and grow.

8. Conclusion

Allow the individuals to determine their goals with respect to change. This will require that the employee will try and understand the change first. This will be the first step-in the process of self-directed learning. Encourage employee to identify opportunities and welcome suggestions on its best utilization. There should be a mechanism for regular feedback through coaching and mentoring. Identify individuals as models and highlight their competencies who have benefited from change. Adequate reinforcement through monetary or non-monetary methods and lastly, the management must get curious and not furious at criticisms that the employees are likely to encounter. Therefore, to ensure that the employees of BSP are ready to accept, absorb and respond to the planned change proposed in the internal environment of the organization it becomes essential that adequate measures be taken to build on the EI abilities of the employees.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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