



**Research Article**

**AN IMPACT OF EMOTIONAL WELL-BEING ON THE PRODUCTIVITY: A CASE STUDY OF TEXTILE INDUSTRY**

**Dr. Ashwini A Yarnal**

Asst. Prof BLDEA's A S P College of Commerce, Vijayapur Karnataka India

**ARTICLE INFO**

**Article History:**

Received 10<sup>th</sup> December, 2019

Received in revised form 2<sup>nd</sup>

January, 2020

Accepted 26<sup>th</sup> February, 2020

Published online 28<sup>th</sup> March, 2020

**Key words:**

Emotional, well Being, Productivity, Commitment, Employee Retention, Client Relations, Sales Figures

**ABSTRACT**

With the increasing awareness about emotional intelligence at workplaces the concept has helped build a better work environment, improve sales figures and client relations. Emotional well-being of the employees has led to greater employee retention, more interest in work, willingness to work extra hours with increased commitment levels and improve productivity also.

This paper tries to identify the conceptual meaning of emotional wellbeing its application in work environment and the impact of emotional wellbeing on the productivity of employee as an individual and organization as a whole.

*Copyright©2020 Dr. Ashwini A Yarnal. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.*

**INTRODUCTION**

Emotions and employees are an inseparable part of an organization, and it ought to understand and respect the feelings and emotions of its workforce to ensure positive results and continued commitments.

Emotions have the potential to get in the way of our most important business and personal relationships. According to John Kotter of Harvard Business School “ Because of the furious pace of change in business today, it is difficult to manage relationships and it sabotages more business than anything else – it is not a question of strategy that gets us into trouble it is a question of emotions”.

Emotional Intelligence describes an ability or capacity to perceive, assess and manage the emotions of one's self and of others. Emotional Quotient is how one measures emotional intelligence. Emotional Intelligence is two times more important in contributing to excellence than intellect and expertise alone. Emotional Quotient refers to an employee's ability and understanding of his emotions along with his colleague's emotions at the workplace to create better work co-ordination and environment. Emotional Intelligence skills do not limit themselves to sympathy, intuition, imagination, flexibility, stress management, truthfulness, genuineness intrapersonal skills and interpersonal skills. An individual's success rate at work depends on his Emotional Quotient as well as Intelligence Quotient in ratio of 80: 20. The ratio of 80:

20 is ideal so that the Emotional Quotient helps individuals to build and maintain relations with peers and superiors, increases productivity and opens up doors for clarity.

While hiring corporates look at an individual's Emotional Quotient rather than Intelligence Quotient. Having a high Intelligence Quotient will help build interpersonal and intrapersonal skills to a certain extent unlike Emotional Quotient, which talks about one's character based on the way replies to mail are sent, collaborates and networks with peers and subordinates and work towards attaining company goals. Emotional intelligence acts a guiding factor to understand the processes that take place within us as well as between us and others human beings forming a complex system which interacts and influences each other.

It involves the development of behavioral competence, flexibility and also involves strategic thinking. Intelligence is the ability to learn, understand, deal with new or trying situations and also skilled use of reason, measure the general ability to solve problems and understand concepts. This includes reasoning ability, problem – solving, ability to perceive relationships between things and ability to solve and retrieve information.

The organization believes that the employees aiming for creativity and experiments should be given an opportunity to prove their skills. Good working environment will enable the employee perform to the best of his abilities. Work environment includes the relationship between the employees of the organization.

*\*Corresponding author: Dr. Ashwini A Yarnal*

Asst. Prof BLDEA's A S P College of Commerce, Vijayapur Karnataka India

Emotional Quotient is increasingly relevant to organizational development and developing people, because Emotional Quotient principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills and potential.

Emotional Quotient is an important consideration in all aspects of an organization, human resource planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service etc.

Every action is systematically controlled by emotions, this is the essential premise of Emotional Quotient. To be successful Emotional Quotient requires effective awareness, control and management of one's own emotions and those of other people. Emotional Quotient embraces two aspects of intelligence which are understanding yourself, your goals, responses, behavior, create possibilities and intentions and also understanding others and their feelings.

***An individual's Emotional Quotient should be judged by keeping these points under consideration***

1. To comprehend and apply the personal emotions
2. To express the feelings, beliefs and thoughts
3. To recognize and appreciate own potential
4. To manage the personal and professional life under stress and pressure
5. To adapt to different work environments and handle varied challenges
6. To possess self – confidence
7. To work towards the growth of the organization as well as the growth of the colleagues

The model introduced by Daniel Goleman focuses on Emotional Intelligence as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main Emotional Intelligence are

***Self-awareness***

The ability to read one's emotions and recognize their impact while using instincts to guide decisions.

***Self-management***

It involves controlling one's emotions and impulses and adapting to changing circumstances.

***Social awareness***

The ability to sense, understand, and react to others' emotions while comprehending Social networks.

***Relationship management***

The ability to inspire, influence, and develop others while managing conflict. Goleman includes a set of emotional competencies within each construct of Emotional Intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman suggests that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

The higher a person's Emotional Quotient, the less insecurity is likely to be present and the more openness will be tolerated. People with strong Emotional Quotient have less emotional baggage and conversely people with low Emotional Quotient

tend to have personal unresolved issues which either acts as triggers or are constants in personality make-up.

***Guidelines for promoting Emotional Quotient in workplace***

- Assess the organization's needs
- Assessing the individual
- Delivering assessments with care
- Maximizing learning choice
- Encouraging participation
- Linking goals and personal values
- Adjusting individual expectations
- Assessing readiness and motivation for Emotional Quotient development.

***Implementation***

- Foster relationships between Emotional Quotient trainer and learner
- Self – directed change and learning
- Setting goals
- Breaking goals down into achievable steps
- Providing opportunities for practice
- Give feedback
- Using experiential methods
- Build in support
- Use models and examples
- Encourage insight and self-awareness

***Maintenance***

- Encourage application of new learning in jobs
- Develop organizational culture that supports learning

***Evaluation***

Evaluate individual and organizational effect

***Importance and Uses of Emotional Quotient***

In business or personal relationships good people skills is a requirement that impacts on the level of communication and the ability to use that communication effectively. Social, emotional awareness getting along with others, negotiating, decision – making, seeking resolution to conflict and other emotional management skills are essential to the emotional growth and well – being.

Emotional Quotient also has educational importance as without it understanding the needs of others through personal interaction becomes very difficult. Life skills based on learning through the exploration of emotion combines understanding with knowledge. It considers personal values, attitudes, skills and thinking. Communication, self-awareness and self-management and an individual's interpersonal skills can be explored and improved with the use of Emotional Quotient. Awareness of how to perceive, understand use, and manage emotion is an invaluable skill that is of great benefit to everyone. Emotional Quotient requires understanding, acceptance and the willingness to explore human emotion and thinking. Without a good grounding and understanding of Emotional Quotient it becomes difficult to direct emotion to give a favorable result. Individual understanding of personal emotion and how best to act in response to these can greatly impact on the behavior, situations and circumstances.

Interpersonal skills, management ability, management style and attitude to others can all be improved and developed by using Emotional Quotient concepts and resources.

Employees are the most essential part of the organization. It is the employees who actually put in their efforts to create a product. The machines can only serve as a tool. The employee's emotions, attitude, skills all of which have an impact on the product. The key to success of any organization is to keep its employees happy.

### **Intelligence Quotient**

Intelligence Quotient defines the level of intelligence an employee possess to understand, interpret and implement one's knowledge in varied situations leading to his as well as the company's growth. Intelligence Quotient is mainly used to measure one's cognitive capabilities, such as the capacity to learn or understand new situations, reasoning through a given predicament or setting and the ability to apply one's knowledge in current circumstances. Intelligence Quotient is a score derived from one of several different standardized tests designed to assess intelligence. The term Intelligence Quotient comes from the German Intelligent – Quotient. Intelligence is the ability to learn or understand or to deal with new or trying situations and also skilled use of reason. Intelligence Quotient fails to account for areas associated with creativity.

The traditional interpretation of Intelligence collapses under the weight of its own logic and definition, noting that intelligence is usually defined as the cognitive or mental capacity of an individual, which by logical necessity would include all forms of mental qualities, not simply the ones most transparent to standardized Intelligence Quotient tests. The majority of people have an Intelligence Quotient between 85 and 115. Intelligence Quotient tests are designed to measure the general ability to solve problems and understand concepts. This includes reasoning ability, problem – solving, ability to perceive relationships between things and ability to solve and retrieve information. The organization has adopted a learning atmosphere wherein the employees are provided with opportunity to implement the skills, knowledge that they have gathered through the experience.

### **Wechsler's classification of Intelligence Quotient**

#### **Classification I Q limits**

1.	Very Superior	:	128 and over
2.	Superior	:	120-127
3.	Bright Normal	:	111-119
4.	Average	:	91-110
5.	Dull Normal	:	80-90
6.	Borderline	:	66-79
7.	Defective	:	65 and below

The Intelligence Quotient generally describes a score on a test that rates the individual's cognitive ability as compared to the general population. Intelligence Quotient tests use a standardized scale with 100 as the median score. A score between 90 and 110 indicates average intelligence. A score above 130 indicates exceptional intelligence and a score below 70 may indicates mental retardation.

Intelligence Quotient tests measure the general intellectual ability in a number of ways. They may test

**Spatial Ability:** The ability to visualize manipulation of shapes.

**Mathematical Ability:** The ability to solve problems and use logic.

**Language Ability:** This includes the ability to complete sentences or recognize words when letters have been rearranged or removed.

**Memory Ability:** The ability to recall things presented either visually or orally. Intelligence Quotient measures the ability to understand ideas and not the quantity of knowledge, learning new information does not automatically increase Intelligence Quotient. It was initially used to identify children who might need special education due to their retarded mental development. Intelligence Quotient was invented to relate the mental development of a child's chronological age.

### **Intelligence Quotient = Mental Age / Chronological Age Spiritual Quotient**

Spiritual quotient is about growth of a human being. It is having a direction and being able to heal ourselves of all the resentment we carry. It is about how we look at the resources available to us. Cindy Wigglesworth defines spiritual intelligence as "the ability to act with wisdom and compassion, while maintaining inner and outer peace, regardless of the circumstances". She breaks down the competencies that comprise Spiritual Quotient into 21 skills, arranged into a four quadrant model similar to Daniel Goleman's widely used model of Emotional Quotient.

#### **The four quadrants of spiritual intelligence are defined as**

1. Higher Self / Ego self-Awareness
2. Universal Awareness
3. Higher Self / Ego self-Mastery
4. Spiritual Presence / Social Mastery

Robert Emmons in 2000 defined spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment". He originally proposed 5 components of spiritual intelligence as

1. The capacity to transcend the physical and material.
2. The ability to experience heightened states of consciousness.
3. The ability to sanctify everyday experience.
4. The ability to utilize spiritual resources to solve problems.
5. The capacity to be virtuous.

The fifth capacity was later removed due to its focus on human behavior rather than ability, thereby not meeting previously established scientific criteria for intelligence.

Spiritual Quotient motivates people to balance their work schedules to spend time with the family. It also addresses the need to place one's life in a shared context of value. Spiritual Quotient states that emotions are derived from thousands of spiritual inspiration, and aims to encourage people to find ways of sensing channels of inspiration floating in the universe.

Intelligence Quotient primarily solves logical problems.

Emotional Quotient allows us to judge the situation we are in and behave appropriately.

Spiritual Quotient allows us to ask if we want to be in that situation in the first place.

Spiritual intelligence is used to transform our self and others, heal relationship, cope with grief, and move beyond conditioned habits of past.

### **Physical Quotient**

Physical Quotient is nothing but a person's ability to persevere. The spiritual desire gives us the motivation to climb it all the way to the top. The intelligence directs us in the ways in which you could make the climb easier. And if the body does not have in itself the energy to keep going, no amount of motivation or tactical precision is going to help us. It is the physical capability that enables us to achieve the goal. The body must have within itself enough energy to last out the stress-filled journey. Physical Quotient is the ability to create a healthy human body and show that the body is sustainable and effective, energetic and creative.

### **Literature Review**

The consensus among psychometricians and human geneticists that large, systematic differences in average intelligence levels exist between the races of mankind and that a major component of these differences is genetic, publication of *The Bell Curve*, a popular book by experts in the science of intelligence that had the temerity to say so, was greeted with a huge outcry, accusations of racism, and a manufactured controversy over a set of propositions that are, in fact, not controversial among experts in the field.

In 1995, just as the reverberations from the ringing of *The Bell Curve* had sensitized us to these polarizing issues involving race, intelligence and privilege in society, another book appeared, *Emotional Intelligence*, by Daniel Goleman, well-known for his writings on spiritual subject matter and on "the behavioral and brain sciences," seeming to offer a point of view with the potential to reconcile opposing views and calm the waters in this explosive area.

Drawing on the work of Dr. Antonio Damasio, a neurologist at the University Of Iowa College Of Medicine, Goleman argues that "their decisions are so bad because they have lost access to their emotional learning." This is true enough, but it is unfortunate that Goleman takes emotional learning primarily in the sense of moderation of primitive emotional impulses by the rational mind—what is usually and somewhat misleadingly called "self-control"—with little attention to the potential of man's emotional circuitry as the instrument of a subtle and quick perception unavailable through the intellect. It isn't that such sensitivities as social perceptiveness are not acknowledged; they are mentioned in a utilitarian context which reduces them to components of the "bag of tricks" needed to get by in life.

In *Search of the Miraculous*, by P.D. Ouspensky, in which Ouspensky quotes "In order to find a way of discriminating we must understand that every normal psychic function is a means or an instrument of knowledge. With the help of the mind we see one aspect of things and events, with the help of emotions another aspect, with the help of sensations a third aspect. The most complete knowledge of a given subject possible for us can only be obtained if we examine it simultaneously with our mind, feelings, and sensations."

William Styron's report is closer to the mark. It describes a class of people, known in the psychiatric literature as alexithymics, who cannot verbalize their feelings, which Goleman equates with not being aware of them. Listening to human beings attempting to communicate about their emotional experience suggests that we are all alexithymia to a significant degree. One reason for this is that the study of interior phenomena is not encouraged by most parents, nor is it included in the standard school curriculum. This undoubtedly is also a factor in the frequent appearance of intelligent, educated, and sensitive people who do not understand the difference between thought and consciousness. Self-awareness is fundamental to psychological insight; this is the faculty that much of psychotherapy means to strengthen. Indeed, Howard Gardner's model for intrapsychic intelligence is Sigmund Freud, the great mapper of the psyche's secret dynamics. As Freud made clear, much of emotional life is unconscious; feelings that stir within us do not always cross the threshold into awareness. Empirical verification of this psychological axiom comes, for instance, from experiments on unconscious emotions, such as the remarkable finding that people form definite likings for things they do not even realize they have seen before. Any emotion can be—and often is—unconscious.

A recent study indicates that American students spend as much time on homework as students in other countries, such as Japan, which consistently outperform the U.S. in academic achievement. It's not just a matter of hours put in; there is a significant difference in the efficiency of the instructional process. The reasons for this include Americans' greater resistance to authority of all kinds and the relatively low status and compensation of teachers in the United States. But the antiauthoritarianism of American students and their tendency to do things their own way has an upside: it fosters creativity in the brighter students.

Japan has been notoriously unsuccessful in the software marketplace, in marked contrast with its success in computer hardware. The difference is between an enterprise requiring creativity and one which is primarily a matter of competence in engineering and marketing. "The marshmallow test," In this study, by psychologist Walter Mischel, a group of four-year-olds were presented with a choice between a single marshmallow right away or two marshmallows after a short wait. The examiner left the room for fifteen to twenty minutes, leaving the child alone with the single marshmallow.

A follow-up study more than a decade later by another psychologist, Phil Peake, showed that the ability to delay gratification for an extra marshmallow correlated better with SAT scores than IQ measured at the age of four. This is probably due, in part, to the fact that IQ tests designed for young children are very different from paper-and-pencil tests like the SAT and are only moderately correlated with them, but this experiment supports Goleman's point about the importance of self-discipline and persistence.

Furthermore, as impulse control has been demonstrated to be a function of cognitive ability, it is not surprising that it should correlate well with SAT scores.

The following passage is taken from *Bias in Mental Testing*, by Dr. Arthur Jensen, Reflection-impulsivity, as a trait, is usually measured by means of Kagan's Matching Familiar Figures Test (MFFT). In this test, the subject is asked to mark

the one figure, out of a set of several highly similar distractors that perfectly matches a “target” figure.

The literature on reflection-impulsivity is comprehensively reviewed by Messer (1976). impulsivity as measured by the MFFT shows a median correlation of about -.30 with various IQ test scores, and the correlation would be substantially higher [in absolute value] when corrected for attenuation, as the MFFT scores have only moderate test-retest reliability. Leslie Brody and Judith Hall, who have summarized the research on differences in emotions between the sexes, propose that because girls develop facility with language more quickly than do boys, this leads them to be more experienced at articulating their feelings and more skilled than boys at using words to explore and substitute for emotional reactions such as physical fights; in contrast, they note, “boys, for whom the verbalization of affects is deemphasized, may become largely unconscious of their emotional states, both in themselves and others.”

Daniel Goleman argues that our view of human intelligence is far too narrow, and that our emotions play major role in thought, decision making and individual success. Self-awareness, impulse control, persistence, motivation, empathy and social deftness are all qualities that mark people who excel: whose relationships flourish, who are stars in the workplace. With new insights into the brain architecture underlying emotion and rationality, Goleman shows precisely how emotional intelligence can be nurtured and strengthened in all of us.

Commissioner of the Correctional Service of Canada Ole Ingstrup commented that the area of emotional intelligence is “something that needs to be explored a lot more”. Since that time, the construct of emotional intelligence has gained momentum in academic and applied settings.

- A model by Peter Salovey and John Mayer perceives E.I. as a form of pure intelligence, emotional intelligence is a cognitive ability.
- A model by Reuven Bar-On regards E.I. as a mixed intelligence, consisting of cognitive ability and personality aspects. This model emphasizes how cognitive and personality factors influence general well-being.
- A model, introduced by Daniel Goleman, also perceives E.I. as a mixed intelligence involving cognitive ability and personality aspects. However, unlike the model proposed by Reuven Bar-On, Goleman's model focuses on how cognitive and personality factors determine workplace success.

**RESEARCH METHODOLOGY**

*Objectives of the study*

1. To understand importance of Emotional intelligence on the behavior of the employee
2. To know whether EI impacts lifestyle of an employee.
3. To ascertain the impact of EI on the performance and productivity of employees.
4. To find out whether EQ is more important than IQ, SQ and PQ.

**Scope of Study**

The study is on the garment manufacturing unit. The organization caters to the formal shirts category. The organization has its operation in Bijapur. The study is regarding the emotional and the intelligence quotient. The study is carried out during the year 2012.

**Sample size**

The number of samples taken are 100. The whole organization is taken as the sample for the study. The majority of the employees in the organization are female.

**Data Interpretation**

*I am able to cope up with others anger*

Particulars	No of Respondents
Yes	40
No	60

*My anger keeps coming back in certain situations or with specific people.*

Particulars	No of Respondents
Yes	78
No	22

*Sadness keeps recurring for me over specific issues.*

Particulars	No of Respondents
Yes	32
No	68

*Once my sobs and tears have been released, I feel great.*

Particulars	No of Respondents
Yes	68
No	32

*I stay calm and composed under pressure.*

Particulars	No of Respondents
Yes	32
No	68

*I stay focused in getting a job done.*

Particulars	No of Respondents
Yes	29
No	71

*I freely admit to making mistakes.*

Particulars	No of Respondents
Yes	15
No	85

*I calm myself quickly when I get angry.*

Particulars	No of Respondents
Yes	29
No	71

*I pay attention and listen without jumping to conclusion.*

Particulars	No of Respondents
Yes	31
No	69

*I get back to work quickly after a setback.*

Particulars	No of Respondents
Yes	39
No	61

***I am aware of how my behaviour impacts others.***

Particulars	No of Respondents
Yes	78
No	22

***I feel strong capable and competent about myself and face challenging and unpleasant situations with self motivation and enthusiasm.***

Particulars	No of Respondents
Yes	69
No	31

***I only accept help from others if they offer. I do not ask for help.***

Particulars	No of Respondents
Yes	79
No	21

***I show the people around me that I appreciate them and I give compliments where they are due.***

Particulars	No of Respondents
Yes	59
No	41

***I look to my family and friends for advice and support in times of need.***

Particulars	No of Respondents
Yes	61
No	39

**FINDINGS AND DISCUSSION**

The employee are not very comfortable working in a stressful Atmosphere. The employee understands the importance of completing the work and the consequences that arise when it is not completed within the stipulated time. It states that the employee understands that not meeting the deadlines can result into stress and anger from the superiors.

The employee lack of experience to deal with critical situations or people. An employee when dealing with such situations is under constant pressure to complete the work efficiently. The reason for stress is the result of non-compliance with the systems and processes. It can also be due to the lack of understanding of the employee. The employee needs to be trained with the interpersonal skills to counter these situations.

The employee is well aware of the reason of emotional turmoil. The employee uses the experience to control the emotions which affect the performance. The employee is able to understand the reason for the lack of performance. The employees understand the area in which they need improvement and the ways in which they can solve the situation. The atmosphere at home as well as at the work will have an impact on the performance.

The employee facing difficult situations need a proper channel to overcome it. A guidance given to them will unable in gaining control over the situations and not the situations overpowering them. This acts as the stress reduction factor to the employee. It unables the employee concentrate on the work more than before and with a renewed enthusiasm.

The employees perform better in a healthy and stress free environment. The pressure reduces the quality of the performance. Ideally the employee should be able to

concentrate on the work and make effective decision seven in the times of crisis. Solve the problems in the least possible time to reduce any delays which can be the cause of further pressure. Creativity and innovativeness is required to counter the situation.

Majority of the employees lack their focus and try to complete what is important rather than completing what is required and urgent. The main aim is to inculcate a clear understanding and establishment of the priority among the employees. The employee should fully concentrate on getting the work done despite the pressure and the deadlines.

The employees are more conscious about what others perceive about their performance. Employees are unwilling to openly admit to the mistakes fearing that the consequences would be a question on their skills. The employee's ability to understand that there are areas where improvements that can take place. The learning attitude of the employee which will create a great working atmosphere. The relationship created through the effective communication. It gives a message that mistakes are inevitable, but it can be solved with proper guidance.

The employees perform better in a healthy and stress free environment. The pressure reduces the quality of the performance. It shows that the employee is able to analyze the emotions and also what is the reason that is the cause of the anger. The employee will know the actual problem and understand that there is a solution that can be used for the problem.

The employees who have been working with the organization have their own working style and are not willing to adopt to the new procedures. They believe that they have been working on the same procedures and that they know all the finer details and do not need guidance. The main aim is to convince the employees that there are procedures which will ease their work. The employee should be able to adopt the new procedures without any perceptions.

The employee when facing a crisis tends to focus on solving it and trying to ascertain the cause of the crisis. The employee tries to eliminate all the possible reasons which would lead to the crisis loosing focus on the work. The employee's ability to focus on the work again quickly after the crisis. The stability of the individual to work with the same enthusiasm that he had been working with before the crisis. It enables to properly focus on the given work.

The employees are aware that their behavior has an impact on their colleagues. The behavior either acts as a motivating factor or creates the pressure. The employees within the organization acquire many of the skills by mere observation. The organization having a healthy environment will unable the employees acquire more of the interpersonal skills.

The employee is able to solve situations with his abilities. The employee is willing to take up the challenging tasks to upgrade his skills. The employee is confident which enables him to undertake the difficult jobs. The employee trusts on his capabilities and the skills that he has to solve the situations. He is willing to learn to handle any uncertainty.

The employee is unable to seek guidance thinking that it would be a question on his abilities. Employee lacks the learning attitude. The employee solves all the problems by himself. The employee lacks the interpersonal skills, to seek the guidance from the colleagues.

The appreciation acts as a key factor of success. It enables an employee to perform to the best of his capabilities. The employee's ability to appreciate would act as a motivating factor for the team. The compliments enable the employees work with greater enthusiasm and also increase the productivity. A healthy working atmosphere is created.

The employee's ability to understand his shortcomings and have the proper advice to overcome the weakness. The employee is willing to accept that there is scope for improvements. Ideally the employee needs support to have a prospering career. It has a positive impact on the performance. It enables him take up more challenging jobs and increase the skills.

## **CONCLUSION**

The organization involves employee's and not machines who are to be trained on the emotional intelligence, every employee is different and requires different methods to enhance their emotional intelligence. The majority of focus would be to develop and control the reactions, countering stressful situations and the responsibility of the actions.

### ***Listen***

Listening is a activity in which most of us fail. Listening carefully gives an advantage in providing effective solutions. The employee's should listen properly and not to develop a perception without getting a complete idea of the situation. Ambiguity about the situation creates a lot of confusion resulting in lesser productivity. Listening can be developed when the organization adopts the culture of silence. Speak only to improve the conversation.

### ***Manage Stressful situations***

Interact with colleagues and be open and accept their perspectives and needs. Analyze the actions that have been taken critically and then seek the advice to improve on the weaknesses. The experience of the employees will be useful in tackling the problem. The ability to stay calm and in control in difficult situations will be advantageous. It enables in providing logical solutions rather than becoming angry unnecessarily. The organization can provide training to the employees to counter the stressful solutions by providing them the opportunity to learn from the situation. The team building activities undertaken by the organization will ease the interpersonal relation among the employees. This will serve as an effective way to counter the solution.

#### **How to cite this article:**

Dr. Ashwini A Yarnal (2020) 'An Impact of Emotional Well-Being on the Productivity: A Case Study of Textile Industry', *International Journal of Current Advanced Research*, 09(03), pp. 21575-21581.  
DOI: <http://dx.doi.org/10.24327/ijcar.2020.21581.4242>

### ***Appreciation***

Appreciation acts as the best motivation factor. The motivational stories can have an impact for a very short period of time. Appreciation given in public enhances the image of an employees and serves as an example to others on the performance expected of them. Appreciation cannot beat monetary benefits. The actions that are worth complimenting needs to be seen, rather than the little things that need to be improved. The organization should give a regular feedback to enable the employee understand the performance.

### ***Further Scope of Study***

The study covers a manufacturing unit at Bijapur, the organization consists mainly of the female workforce. It only focuses on the shirt manufacturing. Apparel industry is a very vast industry which requires various skills for different apparels.

## **References**

1. The Business Case for Selecting for E I - The Power of Positive Thinkers by Jill Neimark. Neuro Linguistic Programming, by Robert Smith.
2. Organizational behavior by K. Aswathappa for Johari Window.
3. Organizational behavior by K. Aswathappa for Transactional Analysis.
4. Wechsler Adult Intelligence Scale III for Wechsler's Classification of Intelligence Quotient.
5. Human Capital Vol 15 No 8 June 2012
6. Human Capital Vol 16 July 2012
7. Gardner, Howard. "Frames of Mind, the Theory of Multiple Intelligences".

\*\*\*\*\*