

Impact of Demographic Factors on Emotional Intelligence -An Empirical Analysis

Ms.T.S.Leelavati & Prof. G.V.Chalam

Ms.T.S.Leelavati, Research Scholar **Dept. of Commerce & Business Administration**, Acharya Nagarjuna University, Nagarjuna Nagar-522 510. A.P

Prof. G.V.Chalam, Dept. of Commerce & Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar-522 510. A.P.

Abstract

The following study was an attempt to find out whether the demographic factors, like gender, age, education, etc., affects the emotional intelligence of the employees. For carrying out the study employees working in various retail stores were selected. Just having cognitive intelligence won't make an employee successful. The emotional intelligence is an important ability besides the cognitive intelligence. Emotional intelligence deals with understanding the emotions of others; self and reacting accordingly. Emotional intelligence is said to have an impact on personality of an employee, his performance at job, work place harmony and also on job satisfaction. The intended study is aimed at identifying the relationship of emotional intelligence with gender, age and education. The study was conducted on 140 employees of famous retail stores in Vijayawada, Andhra Pradesh. There are many scales available to measure emotional intelligence Wong and Law Emotional Intelligence Scale (WLEIS) is a renowned measurement scale in organizational psychology. This was theorized and designed by Chi-Sum Wong and Kenneth S. Law in their paper which was used for measuring the emotional intelligence of the employees, Independent T test and ANOVA was used for the analysis.

Key Words: *Emotional intelligence, Ability, Emotions, Age, Gender.*

Businesses today are experiencing intense competition in market place, advancement of information and communication technologies and their application in business practices made it tougher for the employees to stand ahead in cut throat of competition.

We find many employees around us working hard from morning till evening, but only few can earn good name and success. They are considered intelligent and successful in life. What differentiates an employee from achiever is emotional intelligence. It makes a person stand out of crowd.

There are number of ways in which EI can be defined. Emotional intelligence can be defined as an individual's ability to be aware of his emotions and emotions of others and apply his knowledge to prevent problems and develop good relations.

Employee with high EI are said to be optimistic, they do not cling to the past events, they maintain harmony at workplace and good relation with co workers. Positive employees contribute to good customer relationship, enhance productivity thereby create a positive attitude towards the company.

Emotional intelligence is said to be originated from social intelligence. Social intelligence helps us to distinguish among various emotions and feelings and to make best use of them, demonstrate best behaviour.

Literature review:

Goleman (1998) referred emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.” Thus, it is the ability to monitor one’s own and others feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions (Salovey and Mayer, 1990). Bar-On (1997) defined emotional intelligence as all non-cognitive abilities, knowledge and competencies that permit a person to effectively deal with various life situations.

The emotional intelligence was found to be related with personality (Furnham and Christoforou, 2007), job performance (Higgs, 2004) interpersonal relations (Schutte et al., 2001) job satisfaction (Chiva et al., 2008) etc. It was identified that traditional intelligence is not adequate for human performance (Diggins, 2004; Goleman, 1995; Mayer and Salovey, 1997; Rosete and Ciarrochi, 2005).

According to Goleman (1998), conscientiousness without emotional intelligence would result in unproductive work performance. Executives who had higher emotional intelligence will achieve business success (Rosete and Ciarrochi, 2005). Besides this, the presence of emotional intelligence helped in reducing emotional issues one may encounter during an interpersonal relation (Bardzil and Slasky, 2003) which is essential for an individual to deliver a service.

It was found that emotional intelligence increases the service quality of the service provider (Naeem et al., 2008). These review strengthened the concept that emotional intelligence was essential for the success of a business. Some of the empirical studies confirmed that there existed a significant difference in emotional intelligence among males and females (Petrides and Furnham, 2000; Mandell and Perwani, 2003).

NEED FOR THE STUDY:

Though intensive studies were carried out in the area of emotional intelligence, assessment and impact of various demographic factors and their influence on the level of emotional intelligence of employees living in the capital region of Andhra Pradesh was rare.

OBJECTIVE:

To evaluate the impact of demographic factors on the level of emotional intelligence of an employee.

RESEARCH HYPOTHESES:

H1: There existed a significant difference in emotional intelligence among male and female employees.

H2: Emotional intelligence is related with the age of the individuals.

H3: Emotional intelligence is related with the education of individuals.

METHODOLOGY:

The study was conducted on 140 employees of famous retail stores in Vijayawada, Andhra Pradesh. Wong and Law Emotional Intelligence Scale (WLEIS) is a renowned measurement scale in organizational psychology. This was theorized and designed by Chi-Sum Wong and Kenneth S. Law in their paper which was used for measuring the emotional intelligence of the employees.

Independent T test and ANOVA was used for the analysis.

Convenience sampling was used to collect data by administering Questionnaire from selected employees working at various levels in retail stores located in Vijayawada.

Wong and Law Emotional Intelligence Scale (WLEIS) is an emotional quotient measurement scale in organizational psychology. This was theorized and designed by Chi-Sum Wong and Kenneth S. Law. The Wong and Law Emotional Intelligence Scale is a self-report EI scale – it has 16 statements.

Wong and Law Emotional Intelligence Scale (WLEIS) consist of the following four dimensions:

- Self-Emotional Appraisal (SEA): An individual's ability to understand and assessment of their deep emotions and be able to express those emotions naturally.
- Others' Emotional Appraisal (OEA): The ability to perceive and understand the emotions of others around them.
- Regulation of Emotion (ROE): People's ability to regulate their emotions, which enables a more rapid recovery from psychological distress.
- Use of Emotion (UOE): The ability of individuals to direct their emotions towards constructive activities and personal performance.

WLEIS has been tested and retested in different cultures and for different demographics.

Demographic Factors	Distribution	N
Gender	Male	68
	Female	72
Age of Sample Respondents	20-30	80
	31-40	20
	41-50	19
	51-60	21
Education Qualification	Below SSC	40
	SSC	15
	Plus 2	35
	Degree	28
	PG	22

N = Sample Respondents

	Gender	Mean	Std.deviation	T-value	Significant
SEA	1	5.56	0.664	4.14	0.0001*
	2	4.91	1.12		
OEA	1	4.44	0.73	2.40	0.01*
	2	4.11	0.88		
ROE	1	4.69	0.75	1.43	0.15
	2	4.5	0.81		
UOE	1	1.98	0.69	0.08	0.93
	2	1.97	0.68		
EI	1	16.67	2.8	2.23	0.0271 *
	2	15.49	3.4		

1 = Male 2 = Female

SEA: Self Emotional Appraisal; OEA: Other's Emotional Appraisal;
ROE: Regulation of Emotion; UOE: Use of Emotion; *: The Value is Significant.

Hypothesis-1:

The independent T test used in the present study found that there exist a difference between the male and female in emotional intelligence (Table-1). The significant value was less than 0.05 for self-emotional appraisal, other's emotional appraisal and emotional intelligence. Hence, there existed a significant difference in emotional intelligence between male and female. Further, the average emotional intelligence scores of males (66.7) was higher than that of females (61) in the retail firm. Therefore, the alternate hypothesis1 is accepted.

Age (Years)	SEA	OEA	ROE	UOE	EI
20-30	5.19	3.96	4.23	1.89	15.27
31-40	5.28	3.62	4	1.5	14.4
41-50	5.64	4.73	4.94	1.52	16.83
51-60	5.34	4.59	5	2.02	16.95
Above 60	5.34	4.59	5	2.02	16.95

Source	SS	df	MS	
Between-treatments	36.0871	3	12.029	f = 85.7273

Within-treatments	2.2451	16	0.1403	
Total	38.3322	19		

f-ratio value is 85.7273. p-value is $< .00001$. The result is significant at $p < .05$.

Education	SEA	OEA	ROE	UOE	EI
Below SSC	4.85	4.25	4.23	2.21	15.54
SSC	5.85	3.81	4.43	1.7	15.79
Plus 2	5.36	4.17	4.2	1.5	15.23
Degree	5.13	4.79	5	1.88	16.8
Post-graduation	4.97	4.5	5	1.7	16.17

Source	SS	df	MS	
Between-treatments	34.2937	3	11.4312	f = 88.50261
Within-treatments	2.0666	16	0.1292	
Total	36.3603	19		

f-ratio value is 88.50261. p-value is $< .00001$. The result is significant at $p < .05$.

Hypothesis-2 and 3:

The executives with higher education (professional degree), and the age highly affected their emotional intelligence (Radhakrishnan and UdayaSuriyan, 2010). They found that those executives have the qualities like, concern for others, stress tolerance which helped them in having an optimal emotional intelligence. It was found that men have higher emotional intelligence than women. The present study found that age (Table-2) and education (Table-3) were significant at $P < 0.05$. Hence, based on the analysis, the hypothesis 2 and 3 can be accepted.

The service quality of a retail store would be enhanced if the employees of the store practiced the emotional intelligence skills (Kurien, 2013). Higher level of emotional intelligence of the service provider led to higher customer satisfaction (Kernbach and Schutte, 2005). Hence, the presence of emotional intelligence is essential for a retail employee to attract the customers which formed the basis for the study.

Discussion:

From the analysis of data collected, it is evident that employee having EI are good performer. The study provides an empirical analysis of the relationship between various demographic variables and their effect on the EI values of the employees. The results showed that there are significant differences in the levels of EI with the demographic variables thus chosen for the study. The study has a number of important findings. Male

employees are more emotionally intelligent than female employees. Current study helps organizations and their policy makers in hiring and promoting policies more transparent and easier for female employees.

Age was found to be positively associated with EI. The finding was in consistency with a previous study where it was found that age correlates positively with EI across different job situations. The present study will help the employees and organizations take a cue about in which age intervals developing and increasing EI abilities should be given preference. The finding will be typically valuable to the organizations and their top management and help them in the hiring process, employee development, coaching and training programs.

CONCLUSION:

Emotional intelligence is an important ability required by an individual to succeed in his interpersonal-personal relations and achieving higher performance in organizations. The above said results indicated that emotional intelligence increased with age and education. Hence, this ability could be included as a component in employee training and it was also found in the present study that there is a relationship between age and emotional intelligence. In future, the study can be done in a sample of employees belonging to different age and experience, which could give a clear understanding to estimate the relationship of emotional intelligence with demographic factors.

References:

- Barchard, K. A. (2003). Does emotional intelligence assist in the prediction of academic success? *Educational and Psychological Measurement*, 63, 840–858.
- Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory: Technical Manual*. Toronto, Canada: Multi-Health Systems.
- Bower, G. H. (1981). Mood and memory. *American Psychologist*, 36, 129–148.
- Brackett, M. A., & Geher, G. (2006). Measuring emotional intelligence: Paradigmatic shifts and common ground. In J. Ciarrochi, J. P. Forgas & J. D. Mayer (Eds.), *Emotional Intelligence and Everyday Life* (2nd ed., pp. 27–50). New York, NY: Psychology Press.
- Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29, 1147–1158.
- Brackett, M. A., Mayer, J. D., & Warner, R. M. (2004). Emotional intelligence and its relation to everyday behaviour. *Personality and Individual Differences*, 36, 1387–1402.
- Brackett, M. A., Palomera, R., Mojsa, J., Reyes, M., & Salovey, P. (2010a). Emotion regulation ability, job satisfaction, and burnout among British secondary school teachers. *Psychology in the Schools*, 47, 406–417.
- Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2010b). Using emotional literacy to improve classroom social-emotional processes. Presented to WT Grant/Spencer Grantees' Meeting. Washington, DC.

- Ekman, P. (1973). *Darwin and Facial Expression: A Century of Research in Review*. Oxford, England: Academic Press.
- Farrelly, D., & Austin, E. J. (2007). Ability EI as intelligence? Associations of the MSCEIT with performance on emotion processing and social tasks and with cognitive ability. *Cognition and Emotion*, 21, 1043–1063.
- Gardner, K., & Qualter, P. (2009). Emotional intelligence and borderline personality disorder. *Personality and Individual Differences*, 47, 94–98.
- Geher, G., & Renstrom, K. L. (2004). Measurement issues in emotional intelligence research. In G. Geher (Ed.), *Measuring Emotional Intelligence: Common Ground and Controversy* (pp. 1–17). Hauppauge, NY: Nova Science Publishers, Inc.
- Gil-Olarte, P., Palomera Martin, R., & Brackett, M. A. (2006). Relating emotional intelligence to social competence and academic achievement in high school students. *Psicothema*, 18, 118–123.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Hedlund, J., & Sternberg, R. J. (2000). Too many intelligences? Integrating social, emotional, and practical intelligence. In R. Bar-On & J. D. A. Parker (Eds.), *The Handbook of Emotional Intelligence* (pp. 136–167). San Francisco: Jossey-Bass.
- Kafetsios, K. (2004). Attachment and emotional intelligence abilities across the life course. *Personality and Individual Differences*, 37, 129–145.
- Kerr, R., Garvin, J., Heaton, N., & Boyle, E. (2006). Emotional intelligence and leadership effectiveness. *Leadership & Organization Development Journal*, 27, 265–279.
- Lazarus, R. S. (1991). *Emotion and Adaptation*. New York: Oxford University Press.
- Lloyd, A. C. (1979). Emotion and decision in stoic psychology. In J. M. Rist (Ed.), *The Stoics* (pp. 233–246). Los Angeles, CA: University of California Press.
- Lopes, P. N., Brackett, M. A., Nezlek, J. B., Schutz, A., Sellin, I., & Salovey, P. (2004). Emotional intelligence and social interaction. *Personality and Social Psychology Bulletin*, 30, 1018–1034.
- Lopes, P. N., Grewal, D., Kadis, J., Gall, M., & Salovey, P. (2006b). Evidence that emotional intelligence is related to job performance and affect and attitudes at work. *Psicothema*, 18, 132–138.
- Lopes, P. N., Salovey, P., Coˆte´, S., & Beers, M. (2005). Emotion regulation abilities and the quality of social interaction. *Emotion*, 5, 113–118.
- Lopes, P. N., Salovey, P., & Straus, R. (2003). Emotional intelligence, personality, and the perceived quality of social relationships. *Personality and Individual Differences*, 35, 641–658.
- MacCann, C., Roberts, R. D., Matthews, G., & Zeidner, M. (2004). Consensus scoring and empirical option weighting of performance-based Emotional Intelligence (EI) tests. *Personality and Individual Differences*, 36, 645–662.
- Matthews, G., Zeidner, M., & Roberts, R. D. (2002). *Emotional Intelligence: Science and Myth*. Cambridge, MA: MIT Press.

- Mayer, J. D., & Bremer, D. (1985). Assessing mood and affect-sensitive tasks. *Journal of Personality Assessment*, 49,95–99.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267–298.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2000). Selecting a measure of emotional intelligence: The case for ability scales. In R. Bar-On & J. D. A. Parker (Eds.), *The Handbook of Emotional Intelligence: Theory, Development, Assessment, and Application at Home, School, and in the Workplace* (pp. 320–342). San Francisco, CA: Jossey-Bass.
- Mayer, J. D., & Cobb, C. D. (2000). Educational policy on emotional intelligence: Does it make sense? *Educational Psychology Review*, 12, 163–183.
- Mayer, J. D., DiPaolo, M., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54, 772–781.
- Mayer, J. D., Perkins, D. M., Caruso, D. R., & Salovey, P. (2001a). Emotional intelligence and giftedness. *Roeper Review*, 23, 131–137.
- Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008b). Human abilities: emotional intelligence. *Annual Review of Psychology*, 59, 507–536.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional Development and Emotional Intelligence: Educational Implications* (pp. 3–34). New York, NY: Basic Books, Inc.
- Mayer, J. D., Salovey, P., & Caruso, D. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), Version 2.0*. Toronto, Canada: Multi-Health Systems.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). A further consideration of the issues of emotional intelligence. *Psychological Inquiry*, 15, 249–255.
- Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership and Organization Development Journal*, 26, 388–399.
- Rubin, M. M. (1999). Emotional intelligence and its role in mitigating aggression: A correlational study of the relationship between emotional intelligence and aggression in urban adolescents. Dissertation, Immaculata College, Immaculata, PA.
- Salovey, P., & Birnbaum, D. (1989). Influence of mood on health-relevant cognitions. *Journal of Personality and Social Psychology*, 57, 539–551.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185–211.
- Sternberg, R. J. (1985). *The Triarchic Mind: A New Theory of Human Intelligence*. New York, NY: Penguin.
- Trinidad, D. R., & Johnson, C. A. (2002). The association between emotional intelligence and early adolescent tobacco and alcohol use. *Personality and Individual Differences*, 32, 95–105.

Van Rooy, D. L., Viswesvaran, C., & Pluta, P. (2005). An evaluation of construct validity: What is this thing called emotional intelligence? *Human Performance*, 18, 445–462.

Warwick, J., & Nettelbeck, T. (2004). Emotional intelligence is...? *Personality and Individual Differences*, 37, 1091–1100.

Young, P. T. (1943). *Emotion in Man and Animal: Its Nature and Relation to Attitude and Motive*. Oxford, England: Wiley.

