

Age influence on Emotional Intelligence of adults

S. Antonyamy, Dr. J. M. Asgarali Patel** and Dr. A. Velayudhan****

* Research scholar and corresponding author, Department of Psychology, Annamalai University, Annamalinagar, 608002.

**Dr. J. M. Asgarali Patel Head and Professor, Department of Psychology, Annamalai University, Annamalinagar -608002.

***Dr. A. Velayudhan, Professor and Head, Department of Psychology, Bharathiar University, Coimbatore-641046.

Abstract

The present research is an empirical effort made to explore the relationship between age and Emotional Intelligence in Indian context. The sample-size of this study is 500. The respondents are teachers (200), Nurses (150) and the Information Technology (IT) professionals (150). The stratified random sampling method is adopted. The age of the respondents ranges from 22 to 56 ($M=31.89$). The research is executed with non-clinical samples. The statistical tools adopted are: Emotional Intelligence scale (Hyde, A., Pethe, S., & Dhar, U. (2002), and the Personal Information Schedule designed by the research investigator. The participants are contacted individually by the researcher and data is obtained with the help of the selected tools. The descriptive statistics and correlations are used for the statistical analyses. Results indicate that the obtained P-value 0.707 is statistically not significant. This signifies that the emotional intelligence of adults do not differ on the basis of their given age. But age is negatively correlated, and it is statistically significant with all the dimensions of emotional intelligence at the 0.01 level of significance except on managing relations. This finding supports the understanding of emotional intelligence and the development of effective strategies in counselling and psychotherapy.

Key words: Emotional Intelligence, teachers, healthcare professionals, age, gender and psychotherapy, Indian context.

Introduction

Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions (Hein. S, 2007). According to Byron Stock, B. (2006) emotional intelligence is the ability to acquire and apply knowledge from one's emotions and the emotions of others. For Bar-On (1997), emotional intelligence is the predictor of success. It includes the individual's array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures. It is also associated with adaptability, stress management, resiliency and interpersonal relationship. Goleman (1995) says that emotional intelligence is a learnt phenomenon in which 80 percent of individual's success depends on emotional intelligence and 20 percent from prediction because the successful person is able to identify, manage and understand emotions and integrate emotions with thoughts. Further men with high emotional intelligence are happy, lively and resist against worrying thoughts. Women as well with high emotional intelligence are social and extravert, happy and relaxed, and think positively about themselves (Sanamnejad, G et al., 2011). They are more successful in dealing with stressful situations and communicating to the external world (Salovey, 1990). Sensitivity, expressiveness and self-understanding of emotions are inter-related with the emotional intelligence. People who are accurate in identifying the emotional expressions of others are more effective in expressing emotional meaning to others. Hence emotional intelligence is seen as skill needed for successful in personal and professional life, for it enhances not only personal growth but also interpersonal relationship.

Significant of the research

Review of literature reveals that there are few documented researches on emotional intelligence in relation to age, but there has not been a study explored on adult population in an Indian context in particular to

the service sector respondents like teachers, Information Technology (IT) professionals and nurses. This fills the research gap. The current research is undertaken with non-clinical samples. This research would help the readers to understand the importance emotional intelligence better. Consequently this study will assist in counselling and psychotherapy in dealing with interpersonal issues at work places.

Objective

- 1) To identify the nature of Emotional Intelligence of the respondents.
- 2) To find out the relationship between the age and Emotional Intelligence of the respondents.

Hypothesis: the research hypothesis is a tentative solution to a research problem (Kothari, C. R. 2014). Based on the above stated descriptions, the following hypothesis is being framed:

Ho: There is no relationship between age and Emotional Intelligence of adults.

Ha: There is a relationship between age and Emotional Intelligence of adults.

Statistical Method

500 samples were selected through the stratified random sampling technique, constituting 172 males and 328 females in which 200 respondents are teacher, 150 respondents are nurses and 150 respondents are Information Technology (IT) professionals who were working in private and government institutions. The age ranged from 22 to 50, Mean Age is 31.89. The participants were contacted individually by the researcher and data was obtained with the help of the selected tools. Before the data collection was made, oral permission was obtained from the correspondent and principles of the concerning schools, IT managers and healthcare centres.

Instruments used:

- Emotional Intelligence Scale (EIS)

The Emotional Intelligence scale is developed and standardised by Hyde, A., Pethe, S., & Dhar, U. (2002) for Indian Milieu. It contains 34 items with five point continuum rating (strongly agree, Agree, uncertain, disagree, and strongly disagree). The scale measures the ten dimensions namely, self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour. It has split-half reliability with 0.88 and validity with 0.93. This self-administering scale is used for individual assessment, research and survey purposes. It does not require the services of highly trained administrator. Based on this stated reasons, the scale was selected and used in its original form for the research purpose.

- The Personal Information Schedule designed by the research investigator for procuring the relevant demographic information.

Analysis strategy

The statistical program IBM SPSS Statistics version 21 was used. With regard to the data analysis, the descriptive statistics were followed. The standard deviation (σ) was used to measure the variability which refers to the spread of the separate scores around the measure of central tendency. For determining the correlation between the research variables, Karl Pearson's moment correlation (r) was used, since, it would determine the direction, significance and strength of the relationship between the variables.

Result and discussion

The goal of the study was to find out the relationship between age and emotional intelligence. The collected data was coded with IBM SPSS 21 version. The tables were obtained through descriptive analysis and correlations.

Table-1 showing the frequencies, mean, Standard Deviation of Emotional Intelligence scores of adults on their age

Age	N	Mean	Std. Deviation	F-value	p-value
21 -30 years	287	66.24	9.40		
31-40 years	153	65.49	9.92	.347	.707
41 and above	60	65.61	8.55		
Total	500	65.93	9.45		

Source: primary data

The table -1 the mean, standard deviation of interpersonal problems score of adults on the basis of their age. The mean value of interpersonal problems is 66.24, 65.49 and 65.61 respectively for ages from 21 to 30 years, from 31 to 40 years and 41 years and above. The means are compared with one way Analysis of variance. The obtained P-value 0.707 is statistically not significant. This reveals that the emotional intelligence of adults do not differ on the basis of their given age.

Table-2 showing the Distribution of adults' scores based on the dimensions of Emotional Intelligence

Dimensions	Category	Range	frequency	percentage	Mean	Std. Deviation
Self-awareness	Low	1.00 -2.99	62	12.4	3.90	.63
	Average	3.00- 3.99	239	47.8		
	High	4.00- 5.00	199	39.8		
	Total		500	100		
Empathy	Low	1.00 -2.99	51	10.2	3.79	.54
	Average	3.00- 3.99	298	59.5		
	High	4.00- 5.00	151	30.2		
	Total		500	100		
Self-motivation	Low	1.00 -2.99	33	6.6	3.94	.51
	Average	3.00- 3.99	264	52.8		
	High	4.00- 5.00	203	40.6		
	Total		500	100		
Emotional stability	Low	1.00 -2.99	68	13.6	3.79	.57
	Average	3.00- 3.99	292	58.4		
	High	4.00- 5.00	140	28.0		
	Total		500	100		
Managing relations	Low	1.00 -2.99	34	6.8	3.91	.52
	Average	3.00- 3.99	293	58.6		
	High	4.00- 5.00	173	34.6		
	Total		500	100		
Integrity	Low	1.00 -2.99	62	12.4	3.89	.62
	Average	3.00- 3.99	276	55.2		
	High	4.00- 5.00	162	32.4		
	Total		500	100		
Value orientation	Low	1.00 -2.99	102	20.4	3.79	.73
	Average	3.00- 3.99	261	52.2		
	High	4.00- 5.00	137	27.4		
	Total		500	100		
Commitment	Low	1.00 -2.99	64	12.8	3.99	.69
	Average	3.00- 3.99	270	54.0		
	High	4.00- 5.00	166	33.2		
	Total		500	100		
Altruistic behaviour	Low	1.00 -2.99	64	12.8	3.96	.65
	Average	3.00- 3.99	280	56		
	High	4.00- 5.00	156	31.2		
	Total		500	100		
Self-development	Low	1.00 -2.99	70	14.0	3.95	.66
	Average	3.00- 3.99	272	54.4		
	High	4.00- 5.00	158	31.6		
	Total		500	100		

Source: Primary data

The table-2 describes the distribution of adults' scores based on the dimensions of emotional intelligence with their category, range, frequency, percentage, mean and standard deviation. The category is distributed with low, average and high with corresponding level of emotional intelligence. The adults with high score are considered to have high level of intelligence and are likely to have better interpersonal relationship. The adults

who have low score are considered to have low level of intelligence and are likely to experience interpersonal difficulties.

From the table-2, it is observed that 62 (12.4%) adults obtained the score between 1.00 - 2.99 which indicates the low level of emotional intelligence. 239 (47.8%) adults obtained the score between 3.00-3.99. And 199 (39.8%) adults obtained the score between 4.00 -5.00 on self-awareness that indicates the high level of emotional intelligence. The mean of self-awareness is 3.90 and the standard deviation is 0.63. This indicates that the level of self-awareness is average. With regard to empathy, it is observed that 51 (10.2%) adults obtained the score between 1.00 - 2.99 that indicates the low level of emotional intelligence. 298 (59.5%) adults obtained the score between 3.00-3.99. And 151 (30.2%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of empathy is 3.79 and the standard deviation is 0.54. This signifies that the level of empathy is average.

It is also observed that 33 (6.6%) adults obtained the score between 1.00 - 2.99 on self-motivation, indicating the low level of emotional intelligence. 264 (52.8%) adults obtained the score between 3.00-3.99. And 203 (40.6%) adults obtained the score between 4.00 -5.00 that indicates the high level of emotional intelligence. The mean of self-motivation is 3.94 and the standard deviation is 0.51. This signifies that the level of self-motivation is average. With regard to emotional stability, it is observed that 68 (13.6%) adults obtained the score between 1.00 - 2.99, indicating the low level of emotional intelligence. 292 (58.4%) adults obtained the score between 3.00-3.99. And 140 (28%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of empathy is 3.79 and the standard deviation is 0.57. This signifies that the level of emotional stability is average.

It is also observed that 34 (6.8%) adults obtained the score between 1.00 - 2.99 on managing relations that indicates the low level of emotional intelligence. 293 (58.6%) adults obtained the score between 3.00-3.99. And 173 (34.6%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of managing relations is 3.91 and the standard deviation is 0.52. This signifies that the level of managing relations is average. With regard to integrity, it is observed that 62 (12.4%) adults obtained the score between 1.00 - 2.99 that indicates the low level of emotional intelligence. 276 (55.2%) adults obtained the score between 3.00-3.99. And 162 (32.4%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of integrity is 3.89 and the standard deviation is 0.62. This signifies that the level of integrity is average. It is also observed that 102 (20.4%) adults obtained the score between 1.00 - 2.99 on value orientation that indicates the low level of emotional intelligence. 261 (52.2%) adults obtained the score between 3.00-3.99. And 137 (27.4%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of value orientation is 3.73 and the standard deviation is 0.73. This signifies that the level of empathy is average. With regard to commitment, it is observed that 64 (12.8%) adults obtained the score between 1.00 - 2.99 that indicates the low level of emotional intelligence. 270 (54%) adults obtained the score between 3.00-3.99. And 166 (33.2%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of commitment is 3.99 and the standard deviation is 0.69. This signifies that the level of commitment is average.

It is observed that 64 (12.8%) adults obtained the score between 1.00 - 2.99 on altruistic behaviour that indicates the low level of emotional intelligence. 280 (56%) adults obtained the score between 3.00-3.99. And 156 (31.2%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of altruistic behaviour is 3.96 and the standard deviation is 0.65. This signifies that the level of altruistic behaviour is average. With regard to self-development, it is observed that 70 (14%) adults obtained the score between 1.00 - 2.99 that indicates the low level of emotional intelligence. 272 (54.4%) adults obtained the score between 3.00-3.99. And 158 (31.6%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of self-development is 3.95 and the standard deviation is 0.66. This signifies that the level of self-development is average.

Over all 12.2% of adults have scored low on the emotional intelligence which indicates that these adults experience interpersonal difficulties at the work place. And 32.9% of adults have scored high on the dimensions of the emotional intelligence. This implies that these adults have better interpersonal relationship at work place.

Table-3 showing correlation between the dimensions of Emotional Intelligence and age

Emotional Intelligence	Age
Self awareness	-.432**
Empathy	-.265**
Self motivation	-.332**
Emotional stability	-.212**
Managing relations	-.132
Integrity	-.188**
Value orientation	-.195**
Commitment	-.311**
Altruistic behaviour	-.231**
Self-development	-.286**

** . Correlation is significant at the 0.01 level (2-tailed).

The table 3 shows the correlation coefficient scores on age and the dimensions of Emotional Intelligence adults. Pearson's product moment correlation method is applied to find out the relationship between them. From the table, it is observed that age is negatively correlated, and it is statistically significant with all the dimensions of emotional intelligence such as self-awareness, self-motivation, emotional stability, value orientation, commitment altruistic behaviour, self-development, empathy, and integrity at the 0.01 level of significance except on managing relations.

The obtained result is in line with the earlier studies. Considering the variable age the question is raised whether the Emotional Intelligence increase or decrease, or no change in relation to age. Gaitniece-Putāne, A., & Raščevska, M. (2006) found that the Age did influence on emotional intelligence. The older adults have increased difficulties in recognising the basic emotions (anger, sadness, fear, disgust, surprise and happiness) due to changes in neurotransmitters based on neuropsychological model of adult aging (Ruffman, T., Henry, J. D., Livingstone, V., & Phillips, L. H. (2008). On the contrary, Kafetsios, K. (2004) found that the emotional intelligence increases with age and experience. On the other hand Austin, E. J., Farrelly, D., Black, C., & Moore, H. (2007) found that there were no relationship and differences (Nasir, M., & Masrur, R. 2010) between age and Emotional Intelligence. The earlier studies depicted the inconsistent results based on variables such as age and emotional intelligence because of the situational variables (Brody, L. R., & Hall, J. A. 2008). Though there are different results obtained, the studies proved that the emotional intelligence is relevant in different domains of life (Brackett, M. A., Rivers, S. E., & Salovey, P. 2011).

Implications and limitations

There research is done in an Indian context. This would help us to understand the importance of age in relation to the emotional intelligence. The finding would be helpful for developing strategies effectively in psychotherapy and counselling. On the other hand the limitations as such, the sampling area covered in the present research is from non-clinical populations. Though the data were collected following the stratified random sampling, but the data was collected at the convenience of the researcher as well. Regarding the target population, young and middle adults were only included. The data analyzed for this study were originally meant for research purpose rather than for clinical analysis or making diagnosis.

Conflict of interest: the conflict of interest is nil.

Source of Funding: The source of funding is nil. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Ethical Clearance: Ethical clearance is taken from Center for Academic Research (CARE) Annamalai University, Psychology wing.

Conclusion

The emotional intelligence does not happen all of the sudden, rather the life experience forms the schema. The schema forms the emotional intelligence which embodies the interpersonal and intrapersonal competencies. That is the reason that individuals differ on the level of emotional intelligence. Hence, if the future study includes schema theory perspectives would, it would be helpful in psychotherapies while enhancing the adults in their ability or competency to deal effectively with emotions. As the result, the adults would have better interpersonal relationship.

Reference

1. Austin, E. J., Farrelly, D., Black, C., & Moore, H. (2007). Emotional intelligence, Machiavellianism and emotional manipulation: Does EI have a dark side?. *Personality and individual differences*, 43(1), 179-189.
2. Bar-On, R. (1997). *BarOn emotional quotient inventory*. Multi-health systems.
3. Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88-103.
4. Brody, L. R., & Hall, J. A. (2008). Gender and emotion in context. *Handbook of emotions*, 3, 395-408.
5. Dhar, U., Hyde, A., & Pethe, S. (2002). Emotional Intelligence scale. Lucknow: Vedant Publications.
6. Gaitniece-Putāne, A., & Raščevska, M. (2006). Gender and age differences in emotional intelligence, stoicism and aggression. *Baltic Journal of Psychology*, 7(2), 26-42.
7. Goleman, D. (1995). Emotional Intelligence: Why it Can Matter More Than IQ, Bantam, New York. *Goleman Emotional Intelligence: Why It Can Matter More Than IQ 1995*.
8. Hein, S. (2007). The innate potential model of emotional intelligence. Retrieved July, 19, 2011.
9. Kafetsios, K. (2004). Attachment and emotional intelligence abilities across the life course. *Personality and individual Differences*, 37(1), 129-145.
10. Kothari, C. R. (2017). Research Methodology methods and techniques second edition.
11. Nasir, M., & Masrur, R. (2010). An exploration of emotional intelligence of the students of IIUI in relation to gender, age and academic achievement. *Bulletin of education and research*, 32(1).
12. Ruffman, T., Henry, J. D., Livingstone, V., & Phillips, L. H. (2008). A meta-analytic review of emotion recognition and aging: Implications for neuropsychological models of aging. *Neuroscience & Biobehavioral Reviews*, 32(4), 863-881.
13. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211.
14. Sanamnejad, G., Pashavi, G., Oftadehal, M., Ostadhasanloo, H., Khodayarifard, M., Aryan, K., & Farahani, H. (2011). Emotional intelligence and self-concept in people with and without failure in love. *Procedia-Social and Behavioral Sciences*, 30, 1447-1451.

