DEMOGRAPHIC VARIABLES AS INDICATORS OF EMOTIONAL INTELLIGENCE: A STUDY OF SELECTED ENTERPRISES OF UTTARAKHAND

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ABSTRACT

Emotional Intelligence is “a form of social intelligence that involves 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 action” (Salovey and Mayer, 1990). EI is identified as an essential factor responsible for determining success in professional and personal life. An individual having high emotional intelligence shows greater ability to perceive and understand his own and other’s emotions and possess the ability to manage and regulate his emotions. The present research study focused on exploring the impact of demographic variables namely age, gender, education and total working experience on emotional intelligence. The study was conducted in the state of Uttarakhand and the survey instrument was administered to the 360 middle level managers of selected enterprises operating in the state. Data was collected using ‘The Schutte Self Report Emotional Intelligence Test (SSEIT)’ developed by Schutte et al. (1998) for measuring the Emotional Intelligence of the respondents. Results of the study showed that demographic variables such as age, gender and working experience have a significant impact on the emotional intelligence score of middle level managers. It was also found that educational qualification does not have any significant impact on the emotional intelligence score of the middle level managers.

Keywords: Emotional Intelligence, Demographic variables, Emotions.

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1. INTRODUCTION

The father of Intelligence Quotient (IQ), Edward Thorndike in 1920, introduced the concept of Emotional Intelligence. He distinguished social intelligence from other forms of intelligence.

Peter Salovey and Mayer described the EI as “a form of social intelligence that involves 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 action.” Emotional intelligence is being able to monitor our own and other’s feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey & Mayer, 1990). The idea got further boost with the release of a book by Daniel Goleman, *Emotional Intelligence: Why it Can Matter More than IQ*, (1995). He defined, “emotional intelligence as the capacity of recognising our own feelings and those of others, motivating ourselves and for managing emotions well in ourselves and in our relationship.

Emotional intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others (Mayer & Salovey, 1997). Perceiving emotion is the ability to identify emotion in the self and others. Facilitating emotion is the ability to use information that explains felt emotions in order to prioritize and direct thinking. Understanding emotion is the ability to understand relationships among emotions and how emotions transition from one state to another. Regulating, or managing, emotion is the ability to regulate emotion in oneself and others (Mayer & Salovey, 1997). These four branches are arranged in order from more basic psychological processes to more complex psychological processes. For example, the lowest level branch involves the relatively simple task of recognizing and expressing emotion. On the contrary, the highest level branch involves the conscious regulation of emotions to enhance emotional and intellectual growth (Mayer & Salovey, 1997).

Many researchers have established the importance of emotions in workplace. Emotions are very infectious and even a single person can influence the emotions of others. In changing business scenario, organisational effectiveness and professional success is being predicted by taking social and emotional competencies into consideration. Emotional intelligence is influenced by variety of factors such as biological, social and psychological factors. The present study intends to study the impact of demographic variables such as age, gender, educational qualification and total working experience on emotional intelligence of middle level managers.

Based on the review of literature, the following hypotheses have been formulated to review the impact of demographic variables on emotional intelligence.

H₀₁: There is no significant impact of gender on EI of the middle level managers.

H₀₂: There is no significant impact of age on EI of the middle level managers.

H₀₃: There is no significant impact of educational qualification on EI of the middle level managers.

H₀₄: There is no significant impact of working experience on EI of the middle level managers.

2. REVIEW OF LITERATURE

Emotional intelligence has a very significant role to play in business environment. Many previous studies pertaining to the relationship between emotional intelligence and demographic variables are reviewed and presented in accordance with different variables such as age, gender, educational qualification and total working experience.

The popular belief is that the females tend to be more emotional and intimate in relationships as compared to their male counterpart. So their emotional intelligence ought to be higher than that of males. The studies by Tapia (1999) and Dunn (2002) revealed that girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. Findings of studies reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) revealed that females have higher emotional intelligence than that of males. The studies carried out by David, et. al. (2005) and Harrod and Scheer (2005) reported that there is a

significant impact of EI on gender, where females score high level of EI as compared to males. Another study conducted by Nasar and Nasar (2008), among 100 males and 100 females undergraduated students aged 17-20 years, observed that emotional intelligence score of adolescent girls was significantly higher than the boys. Summiya Ahmad et. al. (2009) revealed in their study that there is a significant relationship between emotional intelligence among male and female. Mohanty and Uma Devi (2010) also expressed that women are more confident, positive and conscious about their feelings and emotions when compared to men. Anuradha and Kalapriya (2015) have reported in their research that woman have higher emotional intelligence than men. Some studies have also reported that gender does not affect the level of Emotional Intelligence (Tiwari and Srivastava, 2004; Kar, et al. 2014). Rao and Komala (2017) conducted a study among the youth in Bangalore city, also expressed in that there is no significant gender differences with regard to emotional intelligence and in its ten dimensions where as some researchers have also revealed in their studies that men had higher emotional intelligence than women, (Bachchan et.al. 2016).

Salovey and Mayor (1997) believed that aged and experienced people have more EI which substantiates it as ability more than a personality trait. They concluded that EI increses with age and experience. Srivastava and Bharamanikar (2004) in their study conducted on 291 Indian army officers as respondents reported that EI had increased with age. The study conducted by Kafetsios (2004) stated that aged respondents scored higher on various dimensions of EI, which validate the view that EI increases with age. Wong, Wong and Law (2005) also concluded in their study that there is positive correlation between age and EI. Another study carried out by Van Rooy, Alanso and Viswehvaran (2005) among 275 participants, substantiated the belief that with increase in age, emotional intelligence tends to rise. Chapman and Hayslip Jr. (2006) conducted a study using cross sectional analysis to measue emotional intelligence in young and middle-aged repondents. Their study revealed that middle aged adults made more use of optimism which is a construct of emotional inteeligence to regulate moods, in comparison of young respondents. Gowdhaman and Murugan (2009) conducted a study among 300 B.Ed. teacher trainees reported that there is a significant impact of age on EI of an individual. Contradictory to above mentioned studies, which establishes the positive relationship between EI and age, Tyagi (2004) conducted a study, among secondary school teachers, revealed that the level of EI does not depend on age. Jacques (2009) also reported that age did not predict emotional intelligence, based on his study conducted among the sample of 221 college students.

Goleman (1998) asserts that emotional intelligence, not IQ, predicts workplace success. His book, *Emotional Intelligence: Why it can matter more the IQ* has captured the attention of the general public, media, and researchers by claiming that emotional intelligence can be “as powerful, and at times more powerful, than IQ” in predicting how successful one is in life (Goleman, 1995, p). Shukla and Srivastava (2016) revealed that age, education, annual income, and work experience found significant positive relationship with EI. Work experience is the knowledge a person gains while working in a specific field or occupation. Adeyemo (2008) conducted a study among 215 workers in selected organizations in Oyo State in Nigeria, in which working experience was found to have significant predictive effects on emotional intelligence. Mishra and Mohapatra (2010) carried out a study among 90 executives, found work experience to be positively associated with EI wherein experienced executives had significantly higher EI scores in comparison to less experienced executives. Another study conducted by Pooja and Kumar (2016) among indian service sector employees, inferred that EI values differs according to work experience. Employees having 16–20 years of work experience being more emotionally intelligent. Nagar (2017) concluded in his study that there is significant impact of work experience on EI. He revealed that the emotional intelligence of the branch managers has been found to be increasing with their increasing years of work experience.

3. RESEARCH METHODOLOGY

The present study was conducted in the state of Uttarakhand. The present study comprises a sample of 360 middle level managers as respondents from the selected enterprises, selected using stratified random sampling technique. The Schutte Self Report Emotional Intelligence Test (SSEIT) developed by Schutte. et. al (1998) was used for measuring the Emotional Intelligence of the respondents. The Self-Report Emotional Intelligence Test, or the Schutte Emotional Intelligence Scale, is based on Salovey and Mayer's (1990) original model of emotional intelligence. This model proposed that emotional intelligence consists of appraisal of emotion in the self and others, expression of emotion, regulation of emotion in the self and others, and utilization of emotion in solving problems.

The Assessing Emotions Scale is a 33-item self-report inventory focusing on typical emotional intelligence. Respondents rate themselves on the items using a five point scale. Respondents require on average five minutes completing the scale. Total scale scores are calculated by reverse coding items 5, 28 and 33, and then summing all items. Scores can range from 33 to 165, with higher scores indicating more characteristic emotional intelligence. Demographic variables such as age, gender, educational qualification and total working experience of the respondent were also sought. The overall sample distribution is illustrated in Table-1.

Table 1 Sample Distribution

Variables	Frequency (N=360)	Percentage
Gender		
Male	242	67
Female	118	33
Age (Years)		
20-30	116	32
30-40	152	42
40-50	92	26
50-60	0	0
Educational Qualification		
Intermediate	0	0
Graduate	30	8.33
Post Graduate	309	85.83
Higher Degree	21	5.84
Total Experience (Years)		
Less than 5	86	23.89
5-10	123	34.17
10-15	95	26.38
15-20	50	13.89
More than 20	6	1.67

4. HYPOTHESIS TESTING

In the current study, hypotheses testing were done by using Independent t-Test and ANOVA (Analysis of Variance) for testing individual hypothesis. ANOVA was conducted to see the significance of the relationship between the independent and dependent factors. The data analysis is done using the SPSS version 21.0.

H₀₁: Gender of a person does not have any significant impact on EI.

The Independent Samples *t*-Test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. An independent *t*-Test is performed in order to find out the significant impact of EI on the male and female middle level managers of selected enterprises.

Table 2 Descriptive Statistics for EI value of Male and Female Middle Level Managers

EI	N	Mean	SD	SE
Gender				
Male	242	132.52	8.375	0.538
Female	118	133.95	8.335	0.767

Table 3 Independent *t*-Test for the effect of Gender on EI

EI	Levene's test for equality of variances		t test for equality of means						
	F	Sig.	T	Df	sig. (2-tailed)	Mean difference	SE difference	95% CI of the difference	
								lower	Upper
Equal variance assumed	.359	.549	-2.415	358	0.016	-3.25032	1.34568	-5.48967	-.60388
Equal variance not assumed			-2.476	247.655	0.014	-3.25032	1.31284	-5.83608	-.66455

The *p*-value of Levene's test is 0.549 ($p > 0.005$), so we should look at the "Equal variances assumed" row for the *t*-test (and corresponding confidence interval) results. The value of *t*-test is 0.016, which is less than the significant value of 0.50; hence, we reject the hypothesis H₀₁ and conclude that there is significant impact of EI on gender. EI scores are significantly different for male and female. *T*-test for Equality of Means provides the results for the actual Independent Samples *t*-Test. from left to right. The mean difference is calculated by subtracting the mean of the second group from the mean of the first group. The mean score of women was subtracted from the EI mean of men. The sign of the mean difference corresponds to the sign of the *t* value. The negative value of *t* indicates that the mean score of women is significantly greater than the mean score of men. Female middle level managers have higher value of EI with a mean score of 133.95 as compared to male middle level managers with a mean score of 132.52.

H₀₂: Age of a person does not have significant effect on EI.

ANOVA was used to find out the impact of EI values across various age groups. Results illustrated in Table-4 shows the significant (2-tailed) value as $0.028 < 0.05$, at 95% confidence intervals for the group variance to be treated as unequal. Hence, the hypothesis H₀₂ was rejected and it was inferred that there is significant impact of age of employees on their EI value. It was inferred that EI score increases with age.

Table 4 ANOVA for Age of middle level managers

EI	ANOVA				
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1032.179	2	516.090	3.596	.028
Within Groups	51229.643	357	143.500		
Total	52261.822	359			

H₀₃: Educational qualification of a person does not have significant effect on EI.

The results in Table-5 shows that the F ratio for educational qualification of middle level managers was calculated which came out to be $F(2, 357) = 0.858$, with $p = 0.425$. Since $p > 0.05$, so, there exists no significant difference between the educational qualification and EI of managers. As a result null hypothesis H₀₃ is accepted. It was concluded that educational qualification does not influence the emotional intelligence of middle level managers.

Table 5 ANOVA for Educational Qualification of middle level managers

EI	ANOVA				
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	250.039	2	125.019	.858	.425
Within Groups	52011.784	357	145.691		
Total	52261.822	359			

H₀₄: Total working experience of a person does not have significant effect on EI.

ANOVA was used in order to find out whether working experience of managers has an impact on their EI score. Table-6 shows the results of the analysis of variance total working experience of middle level managers and their EI score. The value of the sum of squares between the groups (SSM) for working experience is 2307.952 with 4 degree of freedom (dfm) and sum of squares within the groups (SST) is 49953.870 with 355 degrees of freedom (dfr). Therefore, the value of mean squares (MSM) between the groups is 576.988 and for within the groups the value of mean squares (MSR) is 140.715. The value of the resultant F ratio (MSM/ MSR) for corporate objectives is 4.100, which is significant with $p = 0.003$ at 5% significance level. Thus, conclusion can be drawn that there is a significant effect of total working experience of middle level managers on EI score. Hence null hypothesis H₀₄ is rejected.

Table 6 ANOVA for Total working experience of middle level managers

EI	ANOVA				
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2307.952	4	576.988	4.100	.003
Within Groups	49953.870	355	140.715		
Total	52261.822	359			

5. DISCUSSION

The study provides an empirical analysis of the impact of various demographic variables such as age, gender, educational qualification and working experience on emotional intelligence of the middle level managers in selected enterprises of Uttarakhand. The results found expressed that there is a significant impact of various demographic variables such as age, gender and

working experience on EI score but it was also revealed that EI is independent of educational qualification.

The study has a numerous interesting and important findings. Most importantly, the study reveals that there is significant difference between the emotional intelligence score of male and female middle level managers. The study confirms that female middle level managers are more emotionally intelligent than male middle level managers with female managers scoring higher score on EI scale. The result thus obtained is consistent with the findings of various studies included in literature review, where it was concluded that females score higher value on EI scale than the males. EI researchers frequently conclude that women score higher than men on EI measures (Van Rooy, Dilchert, Viswesvaran, & Ones, 2006). Organisations commitment to gender diversity is at an all-time high, but they are struggling to put their commitment into practice. In the past few decades, women are not only entering in workforce in increasing numbers but also getting popular as they have proven their worth as managers and executives. There have been substantial studies on the positive effects gender diversity has on team performance and success. Researchers revealed that having a more diverse group of employees means a more diverse set of skills, potentially resulting in an office that functions better. This conclusion is supported by an extensive literature on gender differences in emotional aspects, showing, for example, that women are more capable of decoding nonverbal emotional information (Brody & Hall, 2000), have greater emotional understanding (Ciarrochi et al., 2005), are more sensitive to the emotions of others (Hall & Mast, 2008). The findings of the present study contribute to the literature emphasizing the importance of women in work environments. It might help organisations to make the hiring and promotional policies more transparent for female employees.

Age was found to be positively related with the score of emotional intelligence. The result contrasts the findings of the studies (Salovey and Mayor, 1997; Srivastava and Bharamanikar, 2004; Chapman and Hayslip Jr., 2006) where it was concluded that the emotional intelligence score increases with age. Bar-On (2000) proved that older individuals obtain a higher rate on EI, which suggests that EI is improved by life experiences. The results of the present study exhibits that there is a significant impact of age on the EI score of the middle level managers. Popular literature assert that the older people are more aware, wise and restrained. The finding suggests emotional intelligence is a developing ability and it is likely that accumulated life experiences contribute to EQ. But it was also found that there are many young people with higher EQ scores than their older counterparts. If emotional intelligence is a critical competence in the current business scenario, then leaders and policy makers need to take note of their younger employees as an important source of human capital. The findings of the present study are valuable for the organisations as it may help the organisations in designing various employee development and training programs for their employees.

Further, the finding of the study reveals an interesting finding that there is no significant impact of educational qualification on emotional intelligence score of middle level managers. The results of the study also concludes that there is significant impact of working experience on EI score of middle level managers. The study point out that EI levels increase with experience and position within the organization. The finding is in contrast with numerous studies (Chen *et alii*, 1998; Goleman, 1998a and 1998b). Similarly, the importance of EI at work increases as people move up in their organization (Fatt, 2002).

The present study substantiate the belief that emotional intelligence score increases with increase in working experience. It has also been suggested that work experience is instrumental in improving emotional intelligence. The study affirms that there is a developmental component of EI which help individuals in improving in their competencies simply through experience.

The findings of the present study establishes that the significant difference exist in the level of EI score for the demographic variables such as age, gender, educational qualaification and working experience. Nowadays, when organisations are working in a fiercely competitive environment, it is imperative that the challenges of diversity management as age, gender diversity, educational qualification, work experience should be managed effectively. Academic excellence and techinal expertise can no longer ensure success for an individual or an organisation. Competencies likemanaging one's emotions and managing other's emotions plays a very crucial role. The employees are always in a constant pressure of performing better and better, emotional intelligence helps in overcoming those challenges in their professional as well as personal life.

Although this study has made a valuable contribution to examine the relationship between demographic variables and emotional intelligence of middle level managers, we nonetheless acknowledge a number of limitations. The findings inform us about the impact of demographic variables on emotional intelligence. However, to identify potential causal relationships, measures and approaches are needed that estimate long-term effects of EI on the professional and personal success of an individual. In a future study may include how different demographic categories (such as job role and education level) combine with age, affect emotional intelligence in different ways. For example, high academic level is correlated with higher IQ, likewise, impact of higher education on EI can also be studied.

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