THE RELATIONSHIP BETWEEN DEMOGRAPHIC VARIABLES AND EMOTIONAL INTELLIGENCE

T. Vezhevan
Assistant Professor of Business Administration
DDE, Annamalai University
Annamalai Nagar – 608 002
TamilNadu

Dr. M. Sivasubramanian
Professor and Management Wing Head
DDE, Annamalai University
Annamalai Nagar – 608 002
TamilNadu

ABSTRACT

The main concern for managers and employees in the organization world across the globe is emotional intelligence which is one of the most vital factors that helps sustain effectiveness in the organizations. The researcher having a comprehensive discussion on the relationship between demographic factors and emotional intelligence with the present body of knowledge, who has identified gap in the studies that have been undertaken on emotional intelligence,. This is because demographic factors in relation to emotional intelligence, has been studied enormously but limited in public sector undertakings. As a result, this research proposes relationship between demographic variables and emotional intelligence (i.e., self-awareness, self-regulation, self-motivation, social awareness, social skills).

Keywords: Emotional Intelligence, and Demographic Variables.

INTRODUCTION

Now-a-days, emotional intelligence is a key area in studying in the business organizations among the executives. The researcher has made an attempt to know about Emotional intelligence and its role in business by providing definitions and a brief introduction of emotional intelligence.
At present, there are plenty of empirical literature on Emotional Intelligence within the context of the business administrations, particularly on relationships between demographic variables and emotional intelligence that has inspired the researcher considerable attention in the organizational literature. The researcher has reviewed plenty of literature on theories of emotional intelligence which leads to development of the hypothesis in this study.

Emotional intelligence in organization setups has undergone dramatic switches in the last few decades. All over the world, organization environments have seen drastic changes as a result of the late 1990s developments in organizational behaviour. The beginning of the 20th century saw the emergence of the notion of emotional intelligence.

By the 1990s it became a topic of great interest. The first author on Emotional Intelligence as a science was, Daniel Goleman, a psychologist who wrote for the New York Times. He modelled and extended the concept of Emotional Intelligence in his book, 'Emotional Intelligence: Why It Can Matter More Than IQ for character, Health and Lifelong Achievement’ which he wrote in 1995. Emotional Intelligence transformed progressively from a mere notion into a dominant theory in many research areas within which its effects on human behaviour were analyzed. Recently, Emotional Intelligence has received much interest in effective management. Results of these studies indicated that emotional intelligence played a pivotal role in human resource development. The need to establish the relationship between demographic variables and emotional intelligence was recognized. This relationship was further emphasized by many Emotional Intelligence theorists who asserted that managers who are emotionally intelligent manage well with people (Goleman, 1995; Mayer, Salovey and Caruso, 2004; Weisinger, 1998).

Even though, emotional intelligence is crucial for the sustainment of effective management there have been very limited studies done on public sector organizations. In order to fill in this gap, this study was conducted in a public sector power generating organization in Tamil Nadu.

PROBLEM STATEMENT

The problem to be addressed in this study was the lack of effectiveness Sharma (2006) has reported that attrition rate and absenteeism are major problems in the organizational environment due to ineffective management. Also, in 2000, statistics from the Society for Human Resource Management (SHRM) 2000 Retention Practices Survey revealed a turnover rate of 21 to 26% in organizations due to lack of effective management.

Another study illustrates that lack of effective management may lead to misunderstandings, lack of information, decrease in employees’ performance, and decrease in company's turnover in organizations and on the other hand lead to incompetence, poor teamwork and disrespect (Maxfield et al., 2005). Also lack of effectiveness in organizations led to high stress, monotony, poor fit between employees (Missouri Small Business Development, 2002). On the other hand, lack of job satisfaction also lead to lower
productivity, higher absenteeism, increased work errors, poor judgment, defensive behaviour, hostility, reduction in creativity, and job turnover.

Hinshaw, Smeltzer, and Atwood (1987) view low turnover as the product of low emotional intelligence and commitment, which are in turn influenced by demographic factors. Lack of emotional intelligence in organizations due to absent and leaves the job (Hackett and Guion, 1985, Carsten and Spector, 1987). A 2003 study was conducted by Grebner et al. (2003) involving 234 call center agents revealed lower emotional intelligence due to lower levels of job control and task complexity (Bar-On, 2005; Schein, 2004).

According to Mathews (2002), numerous professions showed a dire need for some levels of emotional intelligence. The management system is one of those within which, the individuals could reap great advantage from the knowledge of emotional intelligence owing to recurrent human communication that existed among them. Also, the administrative centers of these administrations sense a need for both the managers and employees to create working associations with others. This is because, the administration centers have to deal with important people and matters related to key professions. These managers and employees, according to Mathews (2002), partake in a profession in which there exists a high probability that a high level of emotional intelligence is required due to their everyday interaction with their customers, supervisors and co-workers.

LITERATURE REVIEW

Definitions of Emotional Intelligence


These theorists and many others defined and explained the concept of emotional intelligence. In the course of this research, the researcher has found several definitions of emotional intelligence (EQ). Some of these are as:

“The ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use the information to guide one’s thinking and action” (Mayer and Salovey, 1993).

“The intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results” (Weisinger, 1998).
“The ability to recognize and respond to the emotions and feelings of others, as well as the skill to help others manage their emotions” (Schmidt, 1997).

“The ability to: 1) be aware of, to understand, and to express oneself; 2) be aware of, to understand, and to relate to others; 3) deal with strong emotions and control one’s impulses; and 4) adapt to change and to solve problems of a personal or a social nature (Reuven Bar-On, 1988).

Thus, the definition of emotional intelligence as the range of abilities, talents and skills that are non-cognitive but can affect a person’s ability to manage the environmental demands and pressure successfully by Bar-on was found to be suitable for this study.

THE RELATIONSHIP BETWEEN DEMOGRAPHIC VARIABLES AND EMOTIONAL INTELLIGENCE

Theorists who advocate emotional intelligence reiterated that Emotional Intelligence leads to enhanced effectiveness in management (Goleman, 1998; Mayer et al. 2004; Weisinger, 1998).

In the late 1990s, some studies showed that the subjects who were older possessed higher levels of emotional intelligence as compared to those who were younger which made the researchers presume that emotional intelligence may increase with age (Bar-On and Handly, 1997). Later, the results of numerous significant studies conducted on Emotional Intelligence by Bar-On, 1997, 2002; Mayer, Caruso, and Salovey, 1999; Mayer, Salovey, and Caruso, 2002 supported this assumption.

According to Wood, comprises an intricate measure of interconnected cultural ideas that consciously or unconsciously affect how a person pictures him/her self as a woman or man, what he/she commonly anticipates in women and men, and what kinds of transformations he/she attempts to create in this gendered behaviour (Wood, 2003). Some believe that this idea of gender influences peoples’ postulations, anticipations, and behaviours (Scherer and Petrick, 2001; Wood, 2003). The literature review showed diverse assumptions supporting gender differences in Emotional Intelligence .The first few studies using prevalent Emotional Intelligence tests, reported women to be more socially skillful as compared to men (Hargie, Saunders, and Dickson, 1995). Other researches supporting this assumption are those by Mayer, J. D., Caruso, D.R., and Salovey (1999). Some other researchers reiterated that emotional experience of women were more complex and clearly expressed than the experience of men (Barrett, Lane, Secherst, and Schwartz, 2000). Supporting these assumptions, other researchers added that the higher levels of emotional intelligence in women may be associated to the connections between the mother and her child wherein which the female children are likely to obtain more emotional expression from their mothers than male children (Lopes, Salovey, and Straus, 2003).

Work experience is the knowledge a person gains while working in a specific field or occupation and it also provides a student with some real life work experience while studying. The factor of work experience is the most important factor that can impact on emotional intelligence. Aryee, Wyatt and Stone, 1996; Judge and Bretz, 1994; Judge et al., 1995; Nabi, 1999 are all samples of research work that have found factors such as
educational level, work experience, age and gender to affect perceived job success. The results of these studies have shown that work experience could be considered an important variable that could affect emotional intelligence. Also, there is some evidence that the more parallel the work experience is to the new learning experience, the more successful, the final outcomes (Adams and Hancock, 2000). Taking this substantial proof into consideration, these variables were included as control variables in current study.

OBJECTIVE OF THE STUDY

In line with all reasons above, the objective of this research was,

➢ To study the relationship between demographic variables and emotional intelligence.

HYPOTHESIS OF THE STUDY

As a result of many studies, the researcher has proposed the following hypothesis:

H₁: Demographic Factors are associated significantly with Emotional intelligence.

METHODOLOGY

The sample in this study is of 405 executives working in different divisions of the study organization. The primary data for this study was collected through survey method. The questionnaire has two sections, the first section has 11 demographic factors and the second section has 85 items designed by the researcher. Responses to the items were made on a Likert-type scale ranging 1 (underdeveloped), 2 (needs improvement), 3(adequate), 4 (good) and 5 (excellent). Reliability of emotional intelligence has been measured with internal consistency Cronbach alpha is 0.718 and the validity of the scale utilized in this study (r = 0.63) is found.

RESULTS

The means, standard deviations and correlations for the executives are shown in Table 1. Mean level differences were tested with ‘F’ tests and ‘t’ tests with emotional intelligence and its dimensions. The demographic variables such as, sex, monthly income and years of experience in the organization do not differ significantly on emotional intelligence and its dimensions. But the demographic variables namely, age, order of birth, number of dependents, and length of service in the present department are differed significantly on emotional intelligence and its dimensions.

To test the hypothesis-1, the study variable, Emotional Intelligence and its dimensions (Self-awareness, Self-regulation, Self-motivation, Social Awareness, Social Skills) and demographic variables such as, Age, Sex, Number of Dependents, Order of Birth, Family Type, Spouse Employment, Educational qualification, Divisions of work, Monthly income, Experience in the organization and service in the present department
are related to know the relationship between the variables by using, Pearson’s Correlation Co-efficient test.

Emotional Intelligence is correlated significantly at the 0.01 level with the demographic variables namely, Number of dependents, Order of Birth, Family Type, Spouse Employment, Educational qualification and Division of work; Self-awareness is correlated at the 0.01 level with Number of Dependents, Order of Birth, Family Type, Spouse Employment and Division of work; Self-regulation is correlated significantly at 0.01 level with Age, Number of dependents, Order of Birth and Spouse employment; Self-motivation is correlated significantly at the 0.01 level with Number of Dependents, Family type, Spouse Employment, Educational qualification, Division of work, and Monthly income; Social-Awareness is correlated significantly at the 0.01 level with Number of dependents, Order of Birth,

TABLE – 1. CORRELATION BETWEEN DEMOGRAPHIC VARIABLES, EMOTIONAL INTELLIGENCE AND IT’S DIMENSIONS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>S.D.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>3.43</td>
<td>0.62</td>
<td>1</td>
<td>0.335</td>
<td>0.146</td>
<td>0.037</td>
<td>0.129</td>
<td>0.156</td>
<td>0.187</td>
<td>0.193</td>
<td>0.196</td>
<td>0.182</td>
<td>0.074</td>
<td>0.095</td>
<td>0.174</td>
<td>0.007</td>
<td>0.009</td>
<td>0.009</td>
<td>0.054</td>
</tr>
<tr>
<td>Sex</td>
<td>1.07</td>
<td>0.25</td>
<td>1</td>
<td>0.233</td>
<td>0.212</td>
<td>0.051</td>
<td>0.324</td>
<td>0.078</td>
<td>0.082</td>
<td>0.081</td>
<td>0.023</td>
<td>0.152</td>
<td>0.045</td>
<td>0.059</td>
<td>0.087</td>
<td>0.043</td>
<td>0.087</td>
<td>0.079</td>
<td></td>
</tr>
<tr>
<td>Depsmts.</td>
<td>1.70</td>
<td>0.59</td>
<td>1</td>
<td>0.374</td>
<td>0.287</td>
<td>0.215</td>
<td>0.017</td>
<td>0.021</td>
<td>0.027</td>
<td>0.079</td>
<td>0.148</td>
<td>0.175</td>
<td>0.305</td>
<td>0.177</td>
<td>0.258</td>
<td>0.285</td>
<td>0.287</td>
<td>0.287</td>
<td></td>
</tr>
<tr>
<td>Order_Bith</td>
<td>2.10</td>
<td>0.67</td>
<td>1</td>
<td>0.192</td>
<td>0.079</td>
<td>0.067</td>
<td>0.111</td>
<td>0.051</td>
<td>0.100</td>
<td>0.115</td>
<td>0.027</td>
<td>0.259</td>
<td>0.093</td>
<td>0.193</td>
<td>0.245</td>
<td>0.219</td>
<td>0.219</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fam. Type</td>
<td>1.08</td>
<td>0.47</td>
<td>1</td>
<td>0.285</td>
<td>0.070</td>
<td>0.005</td>
<td>0.135</td>
<td>0.100</td>
<td>0.098</td>
<td>0.122</td>
<td>0.080</td>
<td>0.140</td>
<td>0.081</td>
<td>0.125</td>
<td>0.125</td>
<td>0.125</td>
<td>0.125</td>
<td>0.125</td>
<td></td>
</tr>
<tr>
<td>S_Empd.</td>
<td>0.29</td>
<td>0.46</td>
<td>1</td>
<td>0.011</td>
<td>0.021</td>
<td>0.245</td>
<td>0.184</td>
<td>0.168</td>
<td>0.183</td>
<td>0.233</td>
<td>0.189</td>
<td>0.150</td>
<td>0.037</td>
<td>0.154</td>
<td>0.154</td>
<td>0.154</td>
<td>0.154</td>
<td>0.154</td>
<td></td>
</tr>
<tr>
<td>Ednl_Qualn.</td>
<td>3.10</td>
<td>1.10</td>
<td>1</td>
<td>0.050</td>
<td>0.086</td>
<td>0.141</td>
<td>0.249</td>
<td>0.059</td>
<td>0.067</td>
<td>0.101</td>
<td>0.169</td>
<td>0.128</td>
<td>0.128</td>
<td>0.128</td>
<td>0.128</td>
<td>0.128</td>
<td>0.128</td>
<td>0.128</td>
<td></td>
</tr>
<tr>
<td>Division</td>
<td>2.01</td>
<td>0.84</td>
<td>1</td>
<td>0.044</td>
<td>0.123</td>
<td>0.102</td>
<td>0.151</td>
<td>0.093</td>
<td>0.276</td>
<td>0.092</td>
<td>0.135</td>
<td>0.142</td>
<td>0.085</td>
<td>0.092</td>
<td>0.135</td>
<td>0.142</td>
<td>0.142</td>
<td>0.142</td>
<td></td>
</tr>
<tr>
<td>M_Income</td>
<td>2.21</td>
<td>1.06</td>
<td>1</td>
<td>0.084</td>
<td>0.227</td>
<td>0.061</td>
<td>0.065</td>
<td>0.112</td>
<td>0.073</td>
<td>0.023</td>
<td>0.070</td>
<td>0.056</td>
<td>0.015</td>
<td>0.026</td>
<td>0.040</td>
<td>0.016</td>
<td>0.054</td>
<td>0.002</td>
<td></td>
</tr>
<tr>
<td>Exp_preorg</td>
<td>4.32</td>
<td>1.01</td>
<td>1</td>
<td>0.056</td>
<td>0.115</td>
<td>0.026</td>
<td>0.040</td>
<td>0.016</td>
<td>0.054</td>
<td>0.002</td>
<td>0.002</td>
<td>0.002</td>
<td>0.002</td>
<td>0.002</td>
<td>0.002</td>
<td>0.002</td>
<td>0.002</td>
<td>0.002</td>
<td></td>
</tr>
<tr>
<td>S_preddept</td>
<td>3.37</td>
<td>1.00</td>
<td>1</td>
<td>0.053</td>
<td>0.105</td>
<td>0.060</td>
<td>0.055</td>
<td>0.013</td>
<td>0.035</td>
<td>0.023</td>
<td>0.070</td>
<td>0.023</td>
<td>0.070</td>
<td>0.023</td>
<td>0.070</td>
<td>0.023</td>
<td>0.070</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sf_Awar</td>
<td>43.06</td>
<td>8.17</td>
<td>1</td>
<td>0.604</td>
<td>0.710</td>
<td>0.629</td>
<td>0.058</td>
<td>0.608</td>
<td>0.323</td>
<td>0.058</td>
<td>0.608</td>
<td>0.323</td>
<td>0.058</td>
<td>0.608</td>
<td>0.323</td>
<td>0.058</td>
<td>0.608</td>
<td>0.323</td>
<td></td>
</tr>
<tr>
<td>Sf-Regltm</td>
<td>67.06</td>
<td>10.1</td>
<td>1</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td>0.786</td>
<td></td>
</tr>
<tr>
<td>Sf-Motvn</td>
<td>57.85</td>
<td>8.20</td>
<td>1</td>
<td>0.814</td>
<td>0.775</td>
<td>0.503</td>
<td>0.123</td>
<td>0.814</td>
<td>0.775</td>
<td>0.503</td>
<td>0.123</td>
<td>0.814</td>
<td>0.775</td>
<td>0.503</td>
<td>0.123</td>
<td>0.814</td>
<td>0.775</td>
<td>0.503</td>
<td></td>
</tr>
<tr>
<td>Soc_Awar</td>
<td>55.09</td>
<td>7.91</td>
<td>1</td>
<td>0.831</td>
<td>0.904</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td>0.802</td>
<td></td>
</tr>
<tr>
<td>Soc_Skills</td>
<td>109.9</td>
<td>16.9</td>
<td>1</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td>0.927</td>
<td></td>
</tr>
<tr>
<td>El</td>
<td>33.1</td>
<td>44.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

** - Correlation is significant at 0.01 level
* - Correlation is significant at 0.05 level

Note:

- S.D. – Standard Deviation; Depents. – No. of dependents; Order_Birth – Order of Birth; S_Empd. – Spouse Employment;
- Ednl_Qualn. – Educational Qualification; M_Income – Monthly Income; Exp_preorg – Experience in the present organization;
- S_preddept – Service in the present department; Sf_Awar – Self-Awareness; Sf-Regltm. – Self-Regulation; Sf-Motvn. – Self-Motivation;
- Soc_Awar. – Social Awareness; Soc_Skills – Social Skills; El – Emotional Intelligence
Spouse Employment and Educational qualification; and Social Skill is correlated significantly at the 0.01 level with Number of dependents, Order of Birth, Family Type, Educational qualification, Division of Work and Service in the present department.

From the above result, it may be inferred that the demographic variables such as age, number of dependents, order of birth family type, spouse employment, educational qualification, division of work are correlated with the emotional intelligence and its dimensions. Hence, it may be concluded that the proposed hypothesis is accepted. The eminent researchers, Aryee, Wyatt and Stone, 1996; Judge and Bretz, 1994; Judge et al., 1995; Nabi, 1999 have already concluded with the similar findings in their research on relationship between demographic variables and emotional intelligence.

CONCLUSION

Studies have been conducted to know the relationship between demographic variables of the executives have relationship with emotional intelligence and its dimensions. Hence, the researcher was interested to study the relationship between demographic variables and emotional intelligence and its dimensions a public sector power generating organization. A sample size of 405 executives working in different divisions of the study organization was studied. The study has found that most of the demographic variables have significant relationship with emotional intelligence and its dimensions.

SUGGESTIONS FOR FUTURE RESEARCH

- Emotional intelligence, as an important area of Social sciences needs a lot of research in the developing countries like India.
- As it directly influence the employees behaviour working in any organization, the decision making power and the abilities related to handle the contingency situations.
- There is also need to carry out research regarding intrinsic and extrinsic factors which have impact on the employee behaviour and emotional intelligence of the employees.
- Sector wise research may also be carried out to see the emotional intelligence level of employees in different sectors of the country, to make country prosper by having intellect human capital with in the country.

REFERENCES


