

Impact of Demographic Factor on Emotional Quotient (EQ): - A Case Study of College Going Students in Delhi/NCR

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Abstract—EQ has become a major topic of research among students and academia in the recent days, particularly in the field of psychology, organisational behaviour, and business management. Demographic factors, as contributors to emotional Intelligence, have been very widely studied in recent days. Majority of them belong to age, gender, job and managerial levels in various industrial sectors and institutional environments. However, study at pre job arena, has been completely non-existent. Factor such as family size, family income, regional disparity, are not studied at all. Hence, in this study these rare factors e. g. family size, family income, regional disparity, are taken as the independent variable. From this point of view the study is exoplanar. The study covered 127 students from two different age groups, surveyed with the original EQ questionnaire framed by Goleman, the pioneer of the emotional intelligence, who presented the concept to the academic world himself in 1995, adopting his original scoring key. To determine the impact of EQ on performance, a specially designed test was conducted that covered their course curriculum at two different points of time. A two tailed t-test was conducted to test the significance at $p < .05$ level. The results of the study showed that, age /seniority/experience as well as income level impacted on EQ, while family size, gender and regional back ground were not effective in influencing the level of EQ. However, the general finding that EQ impacts on performance was profound in our study with a correlation coefficient $r = .2966$ showing the p value $= .000725$, which is significant at $p < .05$.

1. Introduction.

Emotional intelligence (EI) is a topic of growing interest among academics and researchers in the field of organizational behaviour, psychology and management. Although the concept was developed by Goleman in 1990s who is basically a psychologist, its contemporary criticism brought it into a number of disciplines in social science. Despite many approaches from different disciplines about EI terms, it is obviously unity point that there is a strong and undoubted relation between EI and job factors such as commitment, satisfaction, performance, motivation and finally labour effectiveness and efficiencyⁱ. So linking EI with performance can provide organizations with an effective alternative for selecting and assessing employees. Supporting EI skills enables employees to regulate their emotions and motivate themselves more effectively. Therefore, in this study, main purpose is to investigate the role of the demographic factors (both personal and work related) on EI/EQ with ten sub dimension as covered in Goleman's study. Why EI so big a matter for companies? Different researches suggested that, IQ is not the only factor of employees' success and performance improvement, but also there is another factor called emotional intelligence that results in performance at work. Research carried out by The Carnegie Institute of Technology shows that IQ can help you be successful to the extent of just 20 percent in life. The rest 80 percent success depends on your EQⁱⁱ. Indeed, a large number of studies on EI in recent years have proved a strong relation between emotional intelligence score and the positive job result, such as better higher performance, better communication level at job, effective team activities, more effective interactions with colleagues, higher degree in solution of conflicts and lower levels of job stress and anxiety. For instance, Schutte, N., et al. (1998) examined the relationship of ability- based EI facets with performance under stress. They expected high levels of EI would promote challenge appraisals and better performance, whereas they found low EI levels would foster threat appraisals and worse performance. Matthews et al (2002) indicates that this may be changing as there is now some evidence that EI can be measured and that it does improve performance in the work place, Sala, F. (2002).

Roberts et al (2001), investigated how salespersons' emotional intelligence affects adaptive selling and positive emotional expression during the process of interaction with customers, and how such adaptive selling and positive emotional expression affects the quality of service perceived by customers. The results showed that greater salespersons' emotional intelligence results in better selling statistics and positive emotional expression.

Studies have found that EI is associated with job satisfaction and performance (Kafetsios & Zampetakis, 2008; Wong & Law, 2002), leadership (Scott- Halsell et al., 2008), work attitude (Carmeli, 2003), employees' creativity (Zhou & George, 2003), career achievements (Dulewicz & Higgs, 2000) and resistance to stress (Bar-On et al., 2000; Mikolajczak et al., 2007).

Carmeli (2003), has shown that employees with high EI produce positive work attitudes and altruistic behaviours and they have higher job satisfaction and performance (Wong & Law, 2002). Employees with high EI should be more adept at nurturing more positive interactions between peers that could foster more collaboration (Barsade, 2002), and coordination (Sy et al., 2005). Furthermore, the high EI individual, relative to others, is less apt to engage in problem behaviours, and avoids self-destructive negative behaviours. Dulewicz & Higgs (2000) demonstrates clearly that EI impacts on work success. Emotional intelligence is conceptually relevant for predicting employees' work performance because organizations require interpersonal interactions to accomplish goals, and because most jobs require the ability to manage emotions. Specifically for service sector, EI has the potential to be a strong predictor of performance of employees in service.

Shahzad et al. (2011), investigated impact of EI on employee's performance among telecom employees in Pakistan. The results revealed that a positive relationship occurs between social awareness and relationship management and employees' performances. Tsai et al. (2011) analysed the impacts among the emotional intelligence and leadership style, self-efficacy and organizational commitment of employees in the banking industry in Taiwan. They found that a supervisor's emotional intelligence has a significant positive influence on his/her personal leadership style, that a supervisor with high emotional intelligence is able to perform excellent leading skills to elevate the employee self-efficacy, and that employees self-efficacy results in a significant positive influence on organizational commitment.

2. Review of Research on Demographic factors and EQ

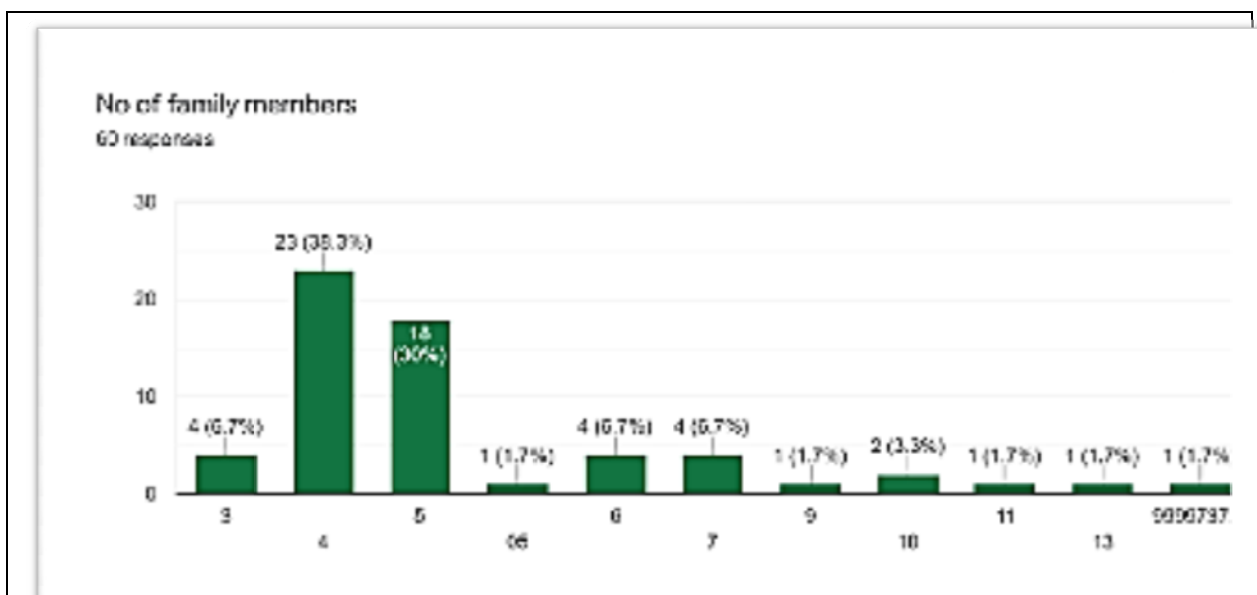
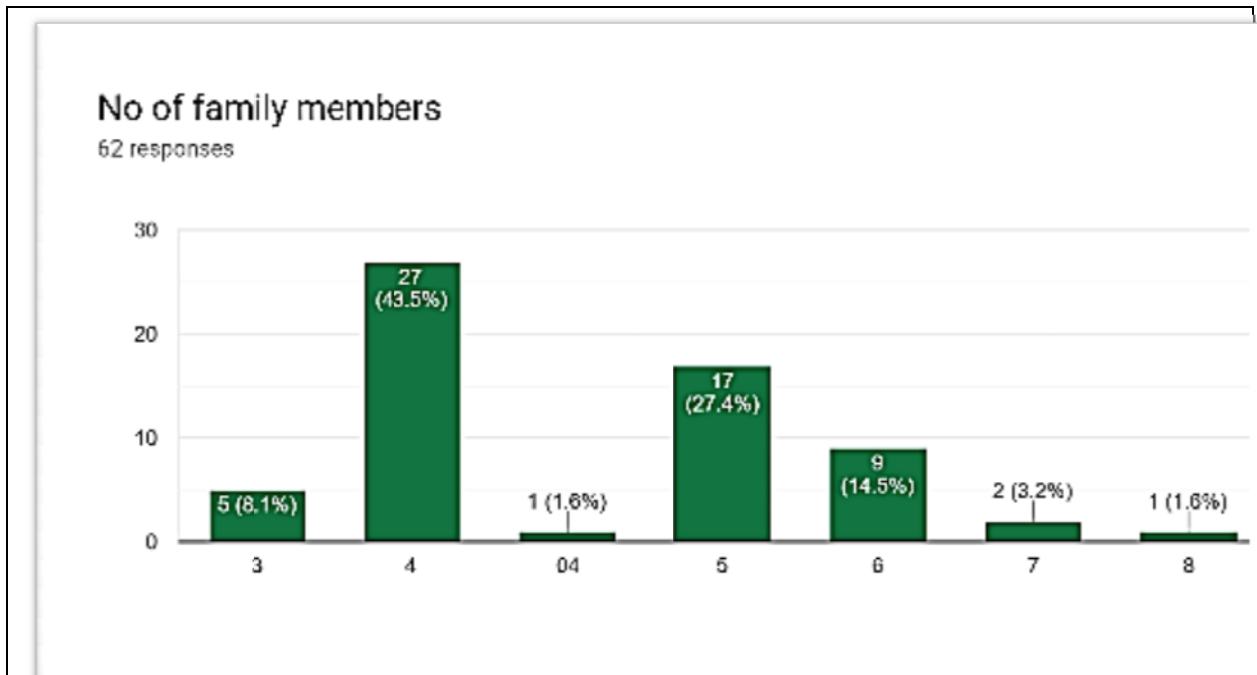
Impact of demographic factors on EQ has been largely studied in food and beverage sectorⁱⁱⁱ by (Yogun et al., 1916), their study showed positive impact on different aspects of EQ. Gender was found to be positively related to self-awareness while education was positively related to social skill and self-regulation. In "Demographic variables and its effect on emotional intelligence: a study on Indian service sector employees"^{iv} by Pooja and Pranab (2016) factors taken for their studies are gender, age, education, experience among employees in hotels and restaurants, transport including tourist assistance activities as well as activities of travel agencies and tour operators, storage and communication, banking and insurance, real estate and ownership of dwellings, business services including accounting; software development; data processing services; business and management consultancy; architectural, engineering and other technical consultancies and advertisement and other business services, education, medical and health, retail stores. The findings of this study showed a positive relation of gender on EQ females with higher EQ than male, EQ is higher with age, non-technical education is higher in EQ than non-technical counterpart, and experience increased EQ up to 20, years & falls thereafter. Upper level management gave higher EQ than lower level of management. In 2018, Trakis Stami, (Mrs), Fernandez Ritin, And Parrish Dominique, in their study on "demographic predictors of emotional intelligence among radiation therapists" found that gender, education and level of job predicts the level of EQ among radiation therapists^v. In 2018, Matthew Marembo, Willie T. Chinyamurindi, in their study on "impact of demographic variables on emotional intelligence levels amongst a sample of early career academics at a south African higher education institution" found that EQ enables coping with change and pressure in work environment yielding consistent performance^{vi}. In 2019, Aditya Gautam & Charu Khurana in their study on "demographic variables as indicators of emotional intelligence: a study of selected enterprises of Uttarakhand" found 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^{vii}. Again in 2017, Dr. Minakshi Nagar, in her study on "role of demographic factors in emotional intelligence: an empirical study of bank managers" found that branch managers have higher level of emotional intelligence as measured with EQ test. Furthermore, a significant positive relationship between age and EQ was found and the same was found for experience also, but no relationship was found between other factors such as, gender, educational qualifications, and marital status and EI^{viii}. In 2019, Jain Jyoti, in her study on "impact of demographic variables on emotional intelligence: a study among the employees of private sector banks in Madhya Pradesh" found that employees working in private sector banks possess moderate level of emotional experience significantly influence the employee's level of emotional intelligence. On the other hand, no significant difference exists between male and female's level of emotional intelligence^{ix}. S. Hemalatha in her studies on "An empirical study on impact of demographic factors on emotional intelligence" in 2014 showed that some demographic factors like gender and education affected the emotional intelligence of the employees in a retail firm^x. Subhashini Akurathi, P. Swathi and G. Ravi Kumar in their study on "Effect of demographic variables on emotional intelligence: A study on college students in Visakhapatnam" found that role of financial status and community of a person which has directly influence on the areas of Adaptability and sensitivity which are domains of emotional intelligence^{xi}.

3. Methodology

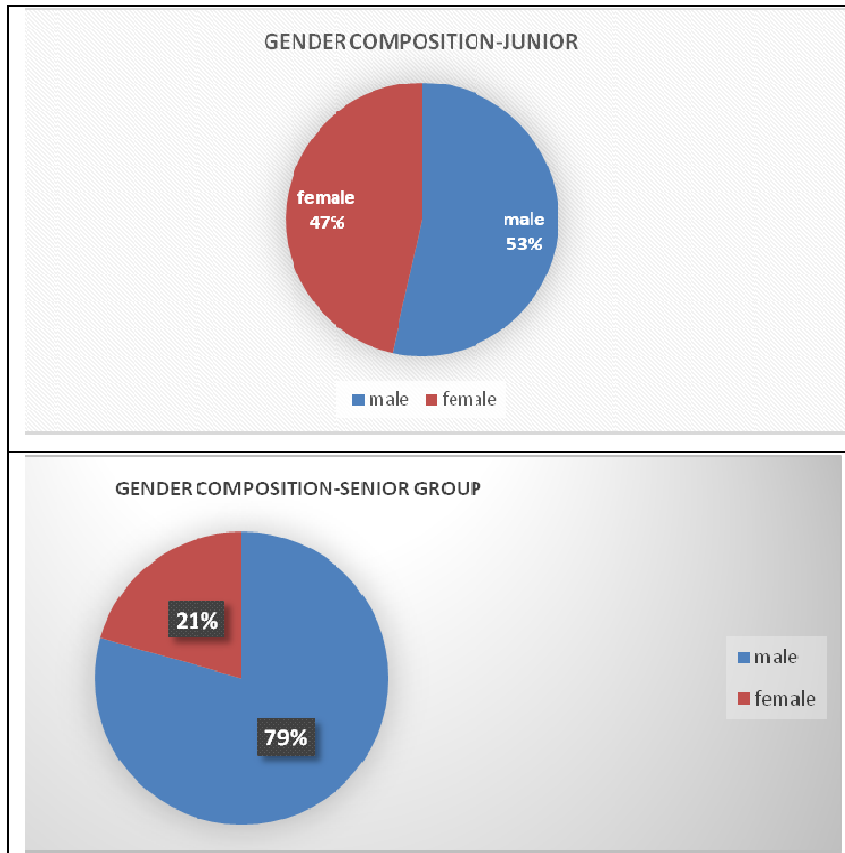
In our study two groups of students totalling 127, were selected for the study showing various combination of their demographic characteristics one from 1st year undergraduates and the other final year before entering into the post graduate level. The demographic distributions of both the groups are presented below. The EQ was measured through the original questionnaire framed by Goleman using the answer key framed by him. Each question had a score range of 0 to 20. The questionnaire was circulated among the students through google form put onto wi-fi net-work and answers were tabulated in a spread sheet.

4. Frequency distribution of subjects of study

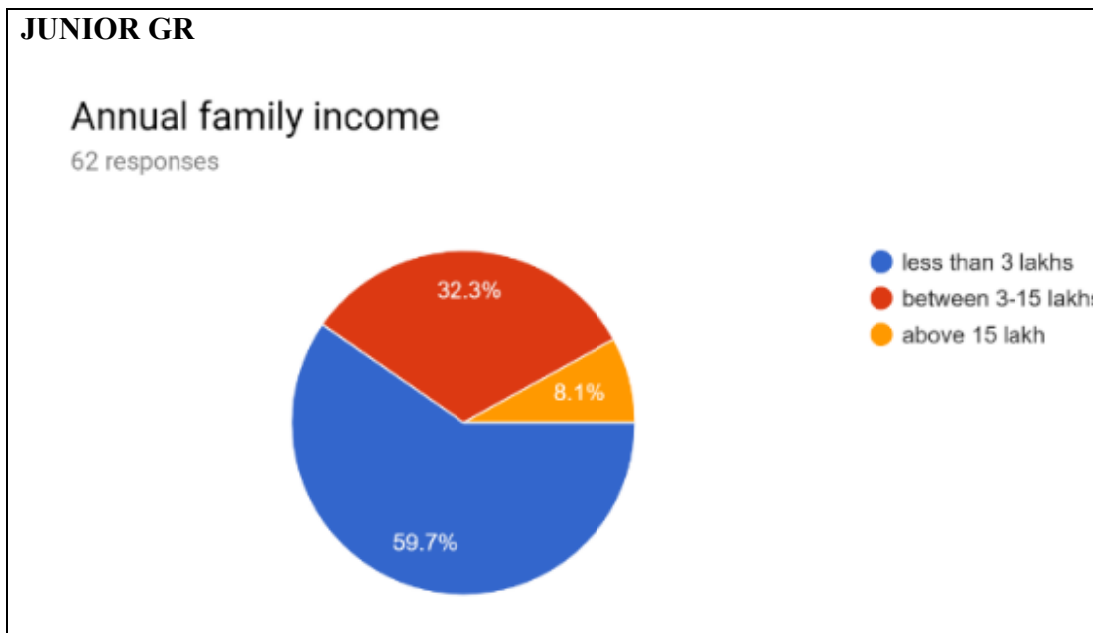
4.1 Family size- family size of the junior group consisted of a max of (60%) with small familysize(below 5 members), while senior group consisted of(68.3%) with large family size(above 5 members)

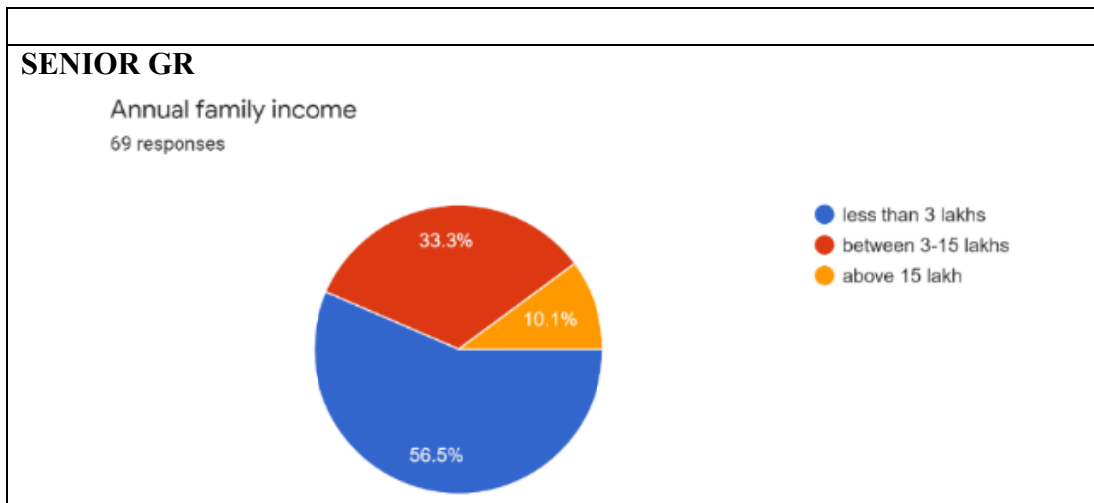


4.2 Gender- Female to male composition was 47% & 53% in junior group while it was 21%:79% in senior group.

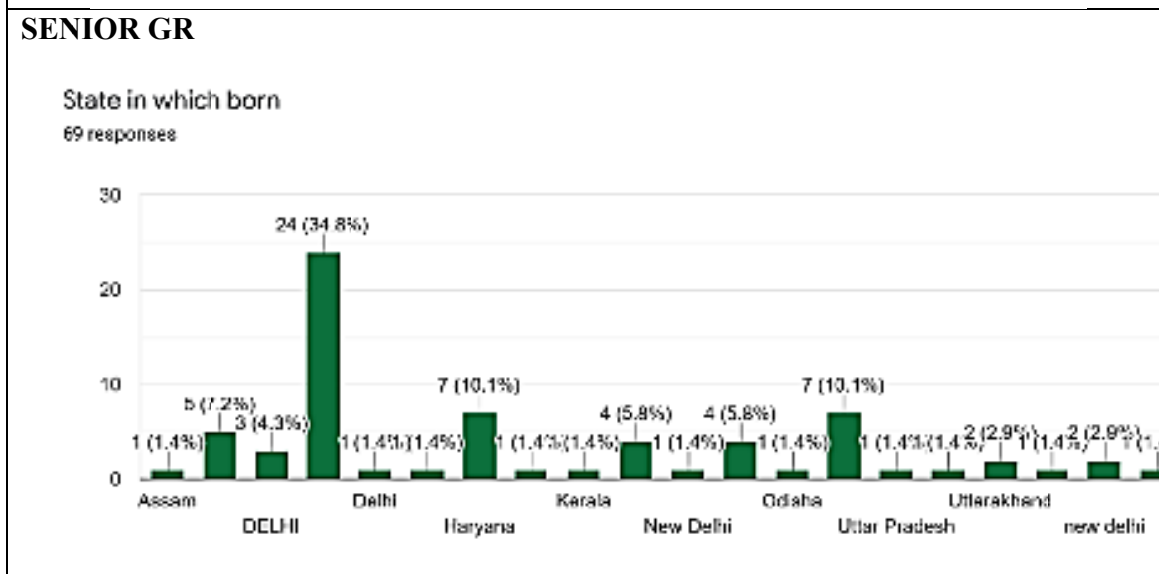
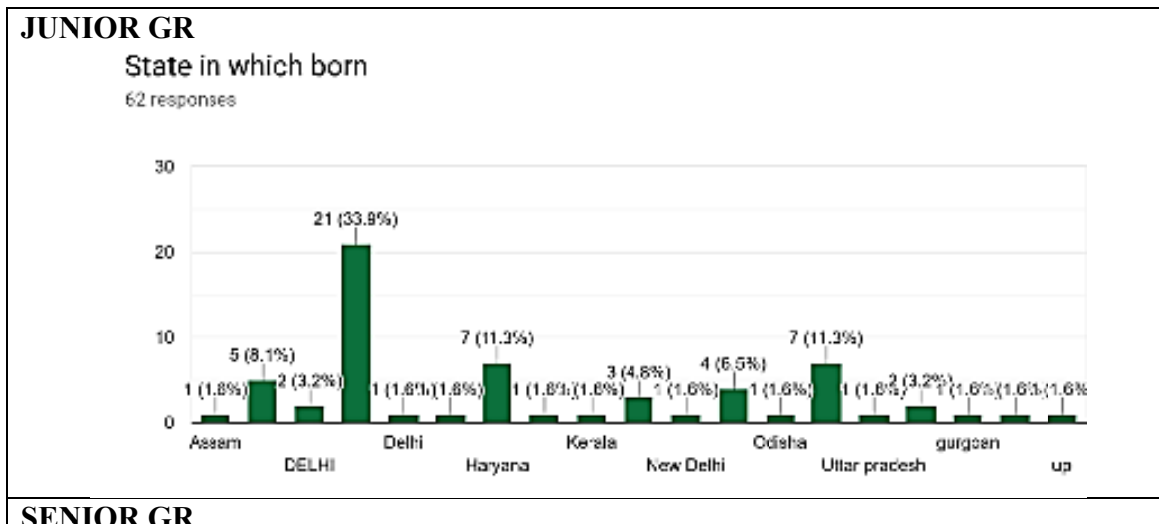


4.3-Family Income-In terms of annual family income, the groups divide was 59.7% with less than 3 lakh in junior group, while 56.5% belonged to less than 3 lakh in senior group.





4.4-Regional Disparity-On the basis of state background, the highest no of students belonged to Delhi(33.9%) & Haryana(11.3%)in juniors while 34.8% belonged to Delhi & 10.1% to Haryana in senior group.



5. FINDINGS.

5.1-Impact of Seniority/age/experience on EQ- Age difference of the two groups indicated a positive relation with EQ indicating that age/experience/seniority influence EQ, but in a reverse direction, i.e. EQ increase with decrease in seniority, showing that, younger generation is more emotionally intelligent than the older generation. (see, table-1)

Table 1: Impact of age on EQ			
Junior gr	M1=134.4	N1=58	$S_1^2=922$
Senior gr	M2=106.36	N2=70	$S_2^2=1459$
t value=4.52806	P value=.000014	Significant difference at $p<.05$	

5.2 Impact of family size on EQ: - Family size does not influence the level of EQ.

Table 2: Impact of family size on EQ			
Large family size	M1=120.25	N1=100	$S_1^2=1341.6$
Small family size	M2=115.19	N2=27	$S_2^2=1716.31$
t value=.61983	P value=.536501	Not Significant at $p<.05$	

5.3 Impact of family income on EQ: -

The study showed family income to be effective in influencing the level of EQ, but the direction is reversed, i.e. with increase in family income the EQ decreases. This means high ego with rich people make them more emotional than poor people while on work.

Table 3: Impact of family income on EQ			
Low income	M1=125.92	N1=71	$S_1^2=1384.51$
High income	M2=110.62	N2=56	$S_2^2=1340.97$
t value=2.31537	P value=.022222	Significant at $p<.05$	

5.4 Impact of Gender on EQ: -

Gender difference does not influence the level of EQ. This is a very prominent encouraging finding in the present age of women movement which demands gender equality, claiming that women are no way less intelligent than men. (see table-4). This finding also confirms the findings of Jain Jyoti (2019).

Table 4: Impact of gender difference on EQ			
Female	M1=125.36	N1=42	$S_1^2=1521.21$
Male	M2=115.88	N2=85	$S_2^2=1441.18$
t value=1.31137	P value=.192138	Not Significant at $p<.05$	

5.5 Impact of regional background on EQ: -

Table 5: Impact of regional difference on EQ			
North belt	M1=119.84	N1=123	$S_1^2=1404.89$
South belt	M2=93.75	N2=4	$S_2^2=3972.92$
t value=1.34081	P value=.182414	Not Significant at $p<.05$	

Regional difference does not influence the level of EQ. People belonging to southern states show almost similar EQ with that of northern states. Although both the means are different, they are statistically not different. (see table-5).

5.6 Impact of EQ on performance: -

To evaluate relation of EQ and performance Pearson's correlation coefficient was used. Performance was measured in terms of the marks obtained by the students in a test conducted for this purpose.

The result indicated that EQ influences performance

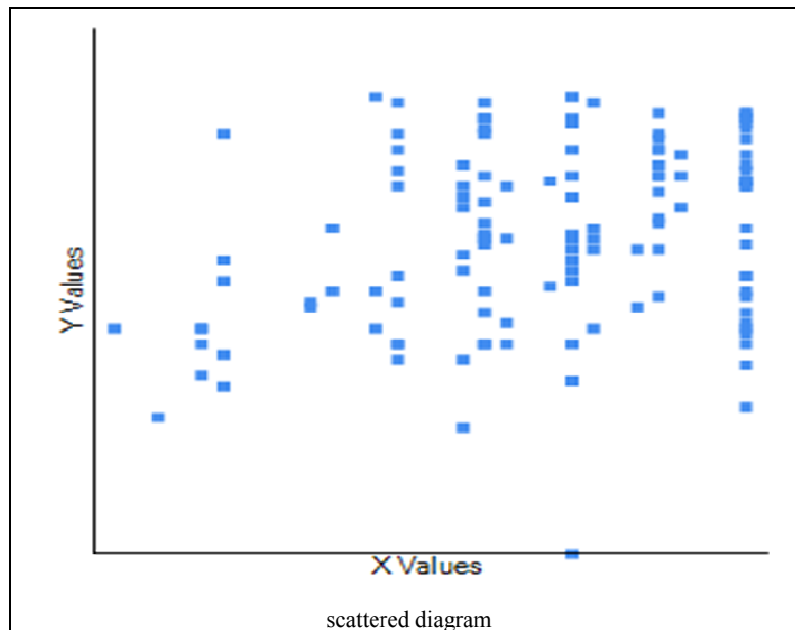
R Score:	<input type="text" value="0.2966"/>
N:	<input type="text" value="126"/>

Significance Level:

- 0.01
 0.05
 0.10

The P-Value is .000745. The result is significant at $p < .05$.

correlation coefficient and its significance



6. Summary

The results of the study showed that, age /seniority/experience as well as income level impacted on EQ, while family size, gender and regional back ground were not influencing level of EQ. However, the general finding that EQ impacts on performance was profound in our study.

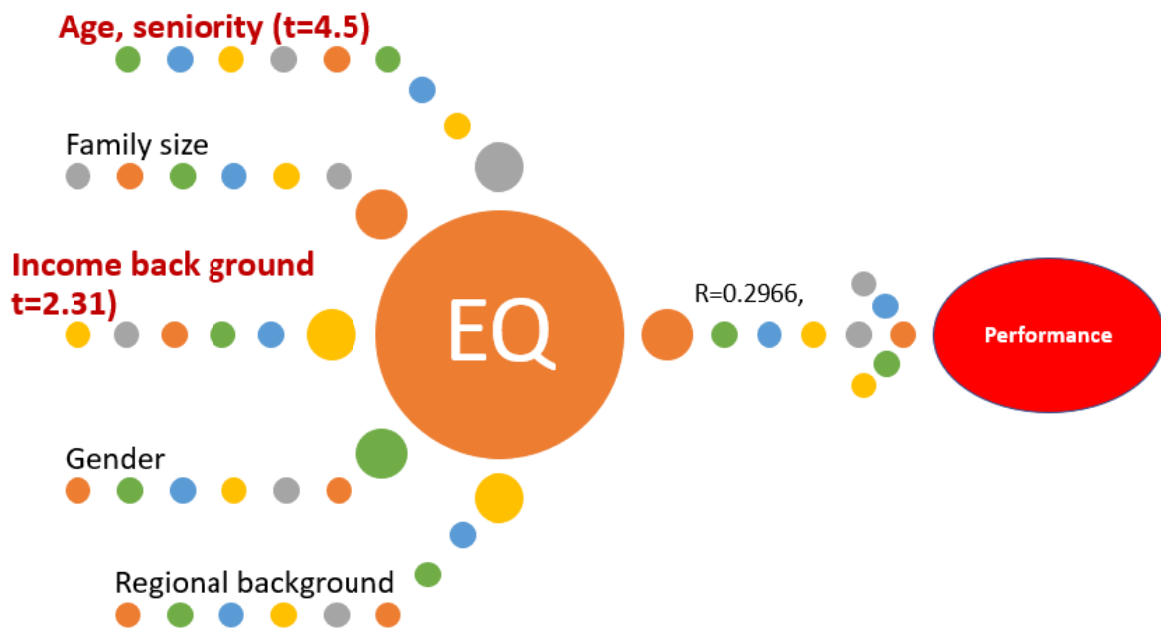


Figure 1 summary of the study

7. Limitations and recommendations

This study was conducted under some limitations imposing on us the short time limit. In this respect, caution needs to be exercised in generalising findings. Secondly, this study is conducted specially for assessing students before entering in to their job life. Hence, its applicability may be different from studies made in real work environment.

Despite the fact that the sample size used was sufficient for the purposes of this study, it must be noted that the sample did not sufficiently represent the characteristics of the population of interest that could have brought many more factors into our study. Lastly, EQ is exhibited in theory as a personality trait or ability which is influenced by various factors. This study only included four demographic variables, which do not exhaustively represent all the factors that influence EQ. Regardless of the mentioned limitations to this study, the obtained findings may still be relevant to career counsellors and institutions of higher learning.

8. Conclusion

This study contributes to the literature of EQ and have implications on students as they seek to personally grow and develop in their career, institutions of higher learning and their human resources functions and career counsellors. Differences in the levels of EQ amongst different groups were observed based on the various demographic variables. Even though the majority of these differences were statistically insignificant, it can be stated that the demographic variables may have a real impact on EQ. The study suggests that further research needs be conducted in which comparisons can be made between early career professionals and those already established.

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