

Research Article

Socio-demographic Variables and its Impact on the Emotional Intelligence of Employees

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Received: August 21 2022/Accepted: September 12 2022/Published: 07 October 2022

Abstract

Emotional Intelligence helps individual in building stronger relationships, succeed at work, and achieve individual's career and personal goals. It also helps to connect with feelings and turns intentions into actions. Some researchers urge that emotional intelligence can be learned and strengthened, while others affirm it as inborn characteristic. Daniel Goleman, the father of Emotional Intelligence believes that it appears to be an important set of psychological abilities that relate to work-life balance and life success. The ability to manage feelings; and handle stress is another aspect of emotional intelligence that has been found to be important for successful work-life balance. This study is about the Emotional intelligence of employees, particularly in a manufacturing setting. Creating a positive work ethic for employees will unquestionably give the industry many allowances and benefits. Employee's self-awareness, managing emotions, motivating oneself, empathy, and social skills were examined. The researcher used the simple random sampling technique and selected 50 respondents in from the industry. The results, inferred that there more than half of the respondents (52%) were denoting low levels of emotional intelligence. There was no significant difference between the gender of the respondents and their emotional intelligence. Age of the respondents had no impact with regard to the dimensions of self-awareness, managing emotions, motivating oneself, empathy, and social skill.

Keywords: Self-awareness, managing emotions, motivating oneself, empathy, social skill.

Introduction

Emotional intelligence affects how we manage our behaviour and navigate our social complexities that enable us to make personal decisions that achieve positive results. The purpose of choosing this research is that emotional intelligence helps employees build stronger relationships, succeed at work, and achieve career and personal goals. It can also help to connect with feelings and turn intentions into actions. The expected outcome of the study is to understand how socio-demographic aspects influence the emotional intelligence of employees in a manufacturing unit. Peter Salovey and John D. Mayer have defined emotional intelligence as, "The subset 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". According to Joseph LeDoux "Emotions are a critical source of information for learning". It can be further understood that emotional intelligence is generally acknowledged as a critical ability that aids in the improvement of conversation, management, problem-solving, and interpersonal relationships in the workplace.

Rexhepi and Berisha (2017), "The effects of emotional intelligence in employee's performance" The purpose of the study was to identify the impact of emotional intelligence on their work. Through this study, we would like to prove that success in performance and overall performance depends not only on the professional knowledge and level of IQ of employees and managers but also on the most important factor in having a level of emotional intelligence. Based on the results of a study from 265 respondents divided into 215 non-executive positions and 51 respondents with a managerial / director position from various private and public institutions we concluded that even in Macedonia the success of change management depends on the level of emotional intelligence. There is an important correlation between the EQ level and the change management indicator. Kulkarni (2018), "Emotional Intelligence and Employee Performance as an Indicator for Promotion" This study was conducted to understand the level of performance of managers and managers at a car dealership in the city of Belgaum, the study focused on understanding the emotional intelligence of managers and managers and their link to their level of performance in the

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workplace. The findings of this study indicate that emotional intelligence affects the level of performance of managers and supervisors. Wood (2020), "Emotional Intelligence and Social and Emotional Learning" Using sample research data collected from a list of administrative, teaching, and non-teaching staff in all four British primary schools, the article focuses on activities used to develop the social, emotional, and behavioural skills of children within these institutions. The data showed how staff hoped to improve student intelligence (EI) levels through social and emotional learning (SEL) models. Although differences and similarities are reported both within and between schools, the findings suggest that employees' EI interpretation as a theoretical and psychological framework has had a significant impact on their social and emotional functioning in children.

Significance of the study

'What really matters for success, character, happiness, and lifelong achievements is a definite set of emotional skills- the EQ- not just purely cognitive abilities that are measured by conventional IQ tests'- Daniel Goleman. Goleman laid out five components that are critical for emotional intelligence.

Self-Awareness: The ability to recognize what you're feeling and also understanding how your emotions and actions can affect others.

Self-Regulation: Being able to regulate and manage the emotions you're feeling while waiting for the appropriate time and avenue in how to express them.

Motivation: Emotionally intelligent people are motivated by things beyond money, fame, or success. They're also able to understand and desire the need to fulfil their own inner needs and goals.

Empathy: Having a high EQ means being able to understand what others may be feeling and are going through and responding kindly and thoughtfully.

Social skills: Social skills are vital to emotional intelligence. When you're aware of how you're feeling, what others are feeling, and able to communicate effectively, you're ready to interact well with others.

Understanding and putting these components into action thoughtfully and intentionally can make a drastic difference in not just your life, but those around you. It will help you become more empathetic towards other people and more aware of your social surroundings. Higher emotional intelligence in a crisis will balance mental and emotional resilience that positively impacts employee performance. This module gets to the heart of emotional intelligence in the workplace, explains its importance, and through a collection of science-based emotional intelligence exercises, provides practical tools for helping yourself and others.

Objectives of the study

1. To study the level of emotional intelligence of employees
2. To understand whether gender has an impact on emotional intelligence.
3. To analyse the significance of the employees family setup with regard to the social skills of the employees
4. To comprehend the impact of education of the respondents ability to manage their emotions
5. To correlate the significance of age of the respondents with regard to their emotional intelligence
6. To study the years of experience with reference to ability of the respondents to manage their emotions

Methodology

Research design: The research adopted the descriptive design for this study. The field of study is a manufacturing industry, located in Krishnagiri district of Tamil Nadu, India. The industry has 1000 employees and fifty respondents were taken for the study using the simple random sampling techniques which contributed to 5% of the total population. The researcher used the questionnaire method which was bi-lingual: Tamil & English to collect data. SPSS V.26 was used to analyse data collected data from the respondents. Tests such as Chi-Square, 't'-test, Anova, and Correlation was used to draw meaningful inferences based on the data collected. The primary sources for the study were employees from one of the top notch manufacturing units.

Results and Discussion

The presented Table 1 inferred that, majority (62%) of the respondents have denoted low level of managing their emotions in their workplace. More than half (58%) of the respondents have stated that they are less self-motivated. More than half (56%) of the respondents have expressed high level of social skills in their workplace. A little more than half (54%) of the employees have stated a high level of empathy in their working environment. Exactly half (50%) of the respondents revealed a low level of self-awareness in their work place environment while a little more than half (52%) of the respondents have revealed a low level emotional intelligence.

Table 1. Distribution of respondents based on their overall emotional intelligence.

Factors	Low	High
Self-awareness	50	50
Managing Emotions	62	38
Motivating oneself	58	42
Empathy	46	54
Social Skill	44	56
Emotional Intelligence	52	48

Table 2. 't'-Test between the gender of the respondents with regard to various dimensions of emotional intelligence.

S.No.	Variable	Mean	Std. deviation	Statistical inference
1.	Self-Awareness			t= 1.278
	Male	38.50	2.121	P= 0.208
	Female	34.98	3.844	P>0.05 Not Significant
2.	Managing Emotions			t= 0.404
	Male	34.50	7.778	P= 0.688
	Female	33.20	4.365	P>0.05 Not Significant
3.	Motivating oneself			t= 0.754
	Male	36.00	5.657	P= 0.455
	Female	33.83	3.946	P>0.05 Not Significant
4.	Empathy			t= 0.091
	Male	34.00	8.485	P= 0.928
	Female	33.65	5.199	P>0.05 Not Significant
5.	Social skills			t= 0.450
	Male	34.50	7.778	P= 0.655
	Female	32.76	5.284	P>0.05 Not Significant
6.	Overall Emotional Intelligence			t= 0.648
	Male	177.50	31.820	P= 0.520
	Female	168.41	19.055	P>0.05 Not Significant

Table 3. 't'-Test between the type of the family setup of the respondents with regard to various dimensions of emotional intelligence.

S.No.	Variable	Mean	Std. deviation	Statistical inference
1.	Self-Awareness			t= 0.392
	Nuclear	34.97	3.837	P= 0.697
	Joint	35.40	3.817	P>0.05 Not Significant
2.	Managing Emotions			t= 0.155
	Nuclear	33.50	4.622	P= 0.878
	Joint	33.30	4.231	P>0.05 Not Significant
3.	Motivating oneself			t= 0.688
	Nuclear	34.13	3.693	P= 0.495
	Joint	33.35	4.295	P>0.05 Not Significant
4.	Empathy			t= 1.671
	Nuclear	34.70	3.825	P= 0.101
	Joint	32.25	6.544	P>0.05 Not Significant
5.	Social skills			t= 0.395
	Nuclear	33.10	4.245	P= 0.695
	Joint	32.50	6.525	P>0.05 Not Significant
6.	Overall Emotional Intelligence			t= 0.654
	Nuclear	170.40	17.453	P= 0.516
	Joint	166.80	21.282	P>0.05 Not Significant

Table 4. One way analysis of variance among the education of the respondents with regard to the various dimensions of emotional intelligence.

S.No.	Variable	df	SS	MS	Mean	Statistical inference
1.	Self-Awareness				G1= 33.38	F= 3.523
	Between groups	3	131.909	43.970	G2= 36.44	P= 0.022
	Within groups	46	574.111	12.481	G3= 34.42	P<0.05
					G4= 38.50	Significant
2.	Managing Emotions				G1= 33.44	F= 2.103
	Between groups	3	115.826	38.609	G2= 34.83	P= 0.113
	Within groups	46	844.35	18.356	G3= 30.92	P>0.05
			4		G4= 34.50	Not Significant
3.	Motivating oneself				G1= 34.50	F= 0.666
	Between groups	3	31.352	10.451	G2= 34.22	P= 0.577
	Within groups	46	722.02	15.696	G3= 32.58	P>0.05
			8		G4= 33.00	Not Significant
4.	Empathy				G1= 32.63	F= 0.776
	Between groups	3	63.080	21.027	G2= 35.17	P= 0.514
	Within groups	46	12.47.0	27.109	G3= 33.00	P>0.05
			00		G4= 33.75	Not Significant
5.	Social skills				G1= 32.13	F= 1.435
	Between groups	3	114.353	38.118	G2= 34.67	P= 0.245
	Within groups	46	1221.66	26.558	G3= 30.92	P>0.05
			7		G4= 33.50	Not Significant

G1= 8th; G2= 10th; G3= 12th; G4=Degree.

The presented Table 2 inferred that there is no significant difference between male and female respondents and their emotional intelligence. It can be also observed from the given table that there is no significant difference between the gender of the respondents and the dimensions of the study which includes self-awareness, managing emotions, motivating oneself, empathy, and social skill. The presented Table 3 illustrates that there is no significant difference between the type of family of the respondents and their emotional intelligence. It can be further understood from the given table that the structure of the family had no impact on the dimensions of the study which includes self-awareness, managing emotions, motivating oneself, empathy, and social skill. This portrays that the type of family whether joint or nuclear did not have any impact on their emotional intelligence. From the Table 4 it can be inferred that there is no significant difference with regard to the educational status-quo of the respondents and the various dimensions of emotional intelligence which include; self-awareness, managing emotions, motivating oneself, empathy, and social skills. Data from Table 4 further enables one to understand that the educational qualification of the respondents did have a significant impact with regard to their self-awareness.

From the presented Table 5 we can infer that, there is no significant relationship between the age of the respondents and the dimensions of the study which include self-awareness, managing emotions, motivating oneself, empathy, and social skills. From the analysis it is evident that the age of the respondents did not have any significant impact with regard to the employee's emotional intelligence.

From the presented Table 6 we can infer that, there is a significant relationship between the years of experience of the respondents and the dimensions of managing emotions, motivating oneself, social skills and overall emotional intelligence. It is therefore evident that the experience of the employees does contribute to their level of emotional intelligence. From the given Table 7 it is inferred that, there is no significant association between the domicile of the respondents and dimensions of the study which include self-awareness, managing emotions, motivating oneself, social skill and overall emotional intelligence. However, it was found that the place of stay of the respondents did influence their level of empathy towards other workmen in the manufacturing unit.

Table 5. Karl Pearson's co-efficient of correlation between the age of the respondents with regard to the various dimensions of emotional intelligence.

S.No.	Dimensions	Correlation Value	Statistical inference
1.	Self-Awareness	0.227	P>0.05 Not Significant
2.	Managing emotions	0.026	P>0.05 Not Significant
3.	Motivating oneself	0.047	P>0.05 Not Significant
4.	Empathy	0.056	P>0.05 Not Significant
5.	Social skills	0.143	P>0.05 Not Significant
6.	Overall emotional intelligences	0.104	P>0.05 Not Significant

**Correlation is significant at the 0.01 level; *Correlation is significant at the 0.05 level.

Table 6. Karl Pearson's Co-efficient of Correlation between the years of experience of the respondents with regard to the various dimensions of emotional intelligence.

S.No.	Dimensions	Correlation Value	Statistical inference
1.	Self-Awareness	0.208	P>0.05 Not Significant
2.	Managing emotions	0.346*	P<0.05 Significant
3.	Motivating oneself	0.291*	P<0.05 Significant
4.	Empathy	0.245	P>0.05 Not Significant
5.	Social skills	0.367**	P<0.01 Significant
6.	Overall emotional intelligences	0.351*	P<0.05 Significant

Table 7. Association between the domicile of the respondents and various dimensions pertaining to emotional intelligence.

S.No.	Variable	Domicile			Statistical Inference	
		Rural	Urban	Town		
1.	Self-Awareness	Low	15	9	2	P= 0.648 P>0.05 Not Significant
		High	16	6	2	
2.	Managing emotions	Low	17	7	1	P= 0.273 P>0.05 Not Significant
		High	14	8	3	
3.	Motivating oneself	Low	20	6	3	P= 0.552 P>0.05 Not Significant
		High	11	9	1	
4.	Empathy	Low	18	4	1	P= 0.044 P<0.05 Significant
		High	13	11	3	
5.	Social skills	Low	14	6	2	P= 0.958 P>0.05 Not Significant
		High	17	9	2	
6.	Overall emotional intelligence	Low	16	9	1	P= 0.674 P>0.05 Not Significant
		High	15	6	3	

Conclusion

The study on emotional intelligence and its impact on employees highlights that a significant majority (62%) of the respondents have denoted a mediocre ability of managing their emotions in their workplace. Exactly half (50%) of the respondents revealed a low level of self-awareness in their work place environment while a little more than half (52%) of the respondents have revealed a low level emotional intelligence. It can be further understood from the given table that the structure of the family had no impact on the dimensions of the study which includes self-awareness, managing emotions, motivating oneself, empathy, and social skill. The analysis revealed that the educational qualification of the respondents did have any significant impact with regard to their level of self-awareness. There was no significant relationship between the age of the respondents and all the dimensions of the study. However, it found that there exist a significant relationship between the years of experience of the respondents and their ability to managing their emotions; motivate themselves, social skills and overall emotional intelligence. The data finally concluded that that the place of stay of the respondents did influence their level of empathy towards other employees in the industry.

Suggestions

Employee can improve their emotional intelligence skills by practicing identifying and naming their emotions. Once you are better able to recognize what they are feeling, they can then work on managing these feelings and using them to social situations.

- To create a positive work culture and environment to develop the levels of Emotional Intelligence.
- To design ways to achieve gender equality in the workplace.
- To provide the necessary resources required for employees, Resource management helps organizations develop people.
- Facilitating to maintain and foster meaningful relationships with family and co-workers.
- Educational qualifications revamp the employees to tackle issues with greater panache.
- The age factor is a component to ensure the employees' managing the Emotions.
- Generate awareness to understand how ageing affects perception, memory, experience, as well as regulation of emotions.
- The ability to manage core feelings and emotions depends on the quality of consistency of the early life emotional experiences.

To alleviate emotional intelligence, self-awareness, managing emotions, motivating oneself, empathy and social skill support should be expanded. Improving employee handling emotional skills would result will be increase and also conducted some training programs based on emotional intelligence will help for improving their behaviours. So, this is the main concept which will be going to help for organization as well as industry.

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Cite this Article as:

Venmani, N.R., Nidhin George, K. and Fonceca, C.M. 2022. Socio-demographic variables and its impact on the emotional intelligence of employees. *J. Acad. Indus. Res.* 11(2): 20-25.