

## RELATIONSHIP BETWEEN DEMOGRAPHIC FACTORS AND EMOTIONAL INTELLIGENCE OF EMPLOYEES IN BANKING SECTOR, MADURAI

M. PRADEEBA<sup>1</sup> & R. PERUMAL<sup>2</sup>

<sup>1</sup>Research Scholar, Alagappa University, Karaikudi, India

<sup>2</sup>Research Scholar, Professor of Management Studies, Directorate of Distance Education, Alagappa University, Karaikudi, India

### ABSTRACT

This article investigates into the effect of demographic factors on the level of Emotional Intelligence, that directs to organizational performance among male and female employees of the banks working in Madurai. Total 196 respondents were selected. To know the reliability Cronbach's Alpha was calculated, which resulted the score of 0.889 which shows high reliability. The findings of the study have been done by using SPSS Software. The findings show that the female sector of the bank employees is more emotionally intelligent than their male equivalents and the age of the male and female employees have opposite relationships with the Emotional Intelligence. While the level of education increases the Emotional Intelligence level also increases. The more satisfied employees will be in a better position and perform well in an organization.

**KEYWORDS:** Emotional Intelligence, Demographic Factors, Organizational Performance

### INTRODUCTION

The debate over the topics related to Emotional Intelligence (EI) and organizational performance has constantly been in discussion, in different parts of the world. Researchers of social sciences have worked a lot on this topic all over the world, especially in the western countries, but the developing country like India there was a must to explore this area. So the study is conducted to know the gender differences, with respect to emotional intelligence in the banking sector of India, especially in Madurai. There are more other factors which have direct impact on the EI of the employees working in different segments of the economy in different parts of the world, like age, perception on EI, conflict, motive, innovate etc. Somehow there is a relationship exists in between emotions and intelligence, that contribute to the overall performance of the employees working in any company, because the job is affected by individual characters (Morris & Feldman, 1996).

All organizations, whether it's for profit or non-profit, work for achieving its objectives and existence. The main goals of banks include generating maximum funds, improve the level of services and increase its financial management. The most preferred goal in this regard is to improve the employee's performance, which ultimately contributes to the organizational performance. The level to which this goal can be actualized depends mainly on the organizational workforce, particularly the skilled workers.

It has been human nature to wish constancy, even in the ever-changing professional lives. The system of life and organization is dynamic and potentially self-renewing wherein best leaders are culturing to "go with the flow" to accept the inexorableness of constant change and identify change itself as a potential source of energy.

## LITERATURE REVIEW

Like most of the concepts of the social sciences, emotional intelligence has also been defined by many researchers in different words. Emotional Intelligence can be considered as conceptualized by Salovey & Mayer (1990); “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” (p. 189). To clarify this construct further, Mayer and Salovey (1997) postulated that emotional intelligence involves the ability to perceive accurately, appraise and express emotion, the ability to access and /or generate emotional knowledge, and the ability to regulate emotion to promote emotional and intellectual growth. Among other claims, Goleman (1995) theorized that emotional intelligence is equal to, if not more important than Intelligence Quotient (IQ), as an important indicator of success in one’s professional and personal life. Elaborating further on this construct, Goleman (1998) explained that, an individual’s emotional intelligence can affect one’s work situation. He also applied his conceptual understanding of the organization as a whole.

Goleman (1998) says that, the richer the organization in terms of emotions, the higher the emotional intelligence is likely to be. In order to enrich emotional intelligence there are certain requirements that are the desire to change, self reflection, the desire to know the feelings of others, develop emotional control, desire to learn more listening skills etc.

The purpose of this study is to know that are there really some differences, among the male and female employees in terms of emotional intelligence and doing the work assigned to the employees, that ultimately leads to the success of an organization. As women are joining the workforce more day by day and are contributing to the economy of the country, the considerable attention has been given to the differentiating aspects of the male and female workers. There are many points of views given by the researchers on this issue of gender having different positions in an organization “... the search for sex differences in the behavior of leaders have produced results that are highly equivocal” (Vecchio, 2002, p. 651). One body of research holds that there are no significant differences in the behavior of the male and female Leaders (Day & Stogdill, 1972; Dobbinsand & Platz, 1986; Maher, 1997; Nieva & Gutek, 1980; Powell, 1990; Vilkinas & Cartan, 1993), and as a whole in the overall scenario emotional intelligence of men and women (baron, Brown, Kirkcaldy & Thome, 2000; Petrides & Furnham, 2000; 2006).

Another body of research reveals that there are gender differences in the male and female in leadership behaviors. Qualities like the decision making power, the courage, the view of power in relational terms, encouraging the conflict resolution, and the development of team work oriented environment etc. Have been identified as the female leadership qualities. (Helggeson, 1990; Rosener, 1990). Women leaders have been reported to have better people skills than men (Rutherford, 2001). Permit and Irwin’s (1996) study of men and women at the executive levels in a variety of companies found that women are much better than men in 28 out of 31 skill areas, leading to the conclusion that women behave similarly but more effectively than their male colleagues. Somewhat same results were also reported by another researcher Sharpe (2000), according to his study, women executives received higher scores on 42 out of 52 skills measured, and Shore (1992), i.e. Women were rated significantly higher than men on six out of seven performance dimensions.

## HYPOTHESIS

- **H<sub>1</sub>:** Age has a significant effect on the level of EI that guides to better organizational performance of the employees.

- **H<sub>2</sub>:** Education level of employees has a positive impact on the level of EI that leads to better organizational performance of the employees.
- **H<sub>3</sub>:** Marital status has a positive impact on level of Emotional Intelligence that leads to better organizational performance of the employees.
- **H<sub>4</sub>:** There is a relationship between difference of gender and level of Emotional intelligence that leads to better organizational performance of the employees.

### Methodology - Sample and Data collection

The sample consists of 250 middle-level managers, working in different banks in Madurai city. The questionnaire is used to collect data from the managers. Simple random sampling method was used to collect the data. Out of 250 questionnaire, 196 useable questionnaires were collected, among which 144 were male respondents and 52 were female respondents. Whereas, the unmarried employees were 88 and the number of married employees were 108, respectively. The retrieved data constitute 78.4% of the total population size. All the data was put into and processed through SPSS. Regression analysis was used to prove the relationship of the dependent and independent variables. Emotional Intelligence (EI) was the dependent variable, whereas demographic variables are independent variables.

### RESULTS AND DISCUSSIONS

Hypothesis, one state that, age has an effect on the level of emotional intelligence that leads to better organizational performance of the employees working with the banks, after evaluating the data in SPSS results show that, age has a negative relationship with the level of emotional intelligence, that leads to organizational performance. It is clear that, as the age increases the level of emotional intelligence do not generally increase and vice versa. [Refer Table 1]

Moreover, it's also clear from the means of the difference in age groups. Initially the level of emotional intelligence increases and at the later it again declines. [Refer Table.2] Aged employees are having less EI level, as compared to the younger, due to the nature of the working environment in banks. Because, youngsters are more energetic and being inspired by good career and growth in banks but in the case of experienced person they have been totally troubled due to a hard working environment of banks, as they have no time for social activities and family.

Hypothesis two states that, the level of education has impacted on the level of EI of employees that leads to better organizational performance, the education level of employees has a positive impact on the level of emotional intelligence, it means to state that as the level of education increases, the level of EI also increases, that is clear from the mean scores of the employees having a bachelors degree and the masters degree, the mean scores are 3.67 and 3.82 respectively. [Refer Table 3]. Highly educated employees may be able to express their feelings, communicate openly and to understand others better than less educated.

In hypothesis three it states that, marital status of employees that has an impact on the level of emotional intelligence that leads to better organizational performance, marital status has a negative relationship with the level of emotional intelligence [Table 1]. The employee is whether married or unmarried, mean scores of male and female employees are the same that are 3.79 [Refer Table 4].

Hypothesis four states that, differences of gender have a relationship with the level of Emotional Intelligence that

leads to better organizational performance of the employees. The result shows that gender has a positive relationship with the level of Emotional Intelligence that leads to better organizational performance [Table 1], the mean scores also prove that female employees are emotionally intelligent than their male equivalents, the mean scores are 3.91 and 3.75 respectively for female and male employees [Refer Table 5].

The results of the independent sample t – test show that, there are significant differences with respect to gender and emotional intelligence of the employees. Moreover, women have more EI as compared to male employees. The results also show that there are no significant differences in EI with refer to the marital status of the employees. [Refer table 6].

The regression analysis proves that all the independent variables have a positive relationship with EI but only two variables are found to be significant, which are the educational level of the employees and the gender. It means that increase in the educational level of employee's have an influence on the emotional intelligence and organizational performance. The value of R square shows that there is a 14.2 % variation in emotional intelligence due to the independent variables. The value of F statistics shows the fitness of the overall model [Refer Table 7].

## CONCLUSIONS

There is a need for high administration in banking sector, to design and include Emotional Intelligence into their training program, that will help employees to cooperate better and be more motivated, thus increasing their innovative abilities etc. Such program should also take into account the demographic factors of the employees. Enhanced emotional intelligence may be thought of as having a catalyzing effect, it helps to power intellectual capital, and that is a vital ingredient to achieving competitive advantage as well.

## FUTURE RESEARCH

Emotional intelligence, as an important part of Social science, needs a lot of research in the developing countries like India. As it directly persuade the employee's behavior, working in any organization, the decision making power and the capability related to handling the unforeseen event, which may arise out of the blues. There is also need to carry out research concerning intrinsic and extrinsic factors, which have forced on the employee behavior and emotional intelligence of the employees. Sector wise research can also be conducted to see the EI level of employees in different sectors of the country. On the other hand, further studies with reference to the impact of different organizational variables on Emotional Intelligence can also be conducted.

## REFERENCES

1. Baron, R., Brown, J.M., Kirkcaldy, B.D., & Thome, E.P. (2000). Emotional expression and implications for occupational stress: An application of the emotional quotient inventory. *Personality and individual differences*, Vol. 28, pp. 1107-18.
2. Boyatzis, R.E., & Sala, F. (2004). *Assessing emotional intelligence competencies: The measurement of emotional intelligence*. Hauppauge, New York: Novas Science.
3. Day, D.R., & Stogdill, R.M. (1972). Leader behavior of male and female supervisors: A comparative study.
4. *Personnel Psychology*, Vol. 25, pp. 353-60.

5. Day, D.V. (2000). Leadership development: A review in context. *The leadership Quarterly, Yearly Review of Leadership*, Vol. 11, 581-614.
6. Dimitrides S. Z. (2007). Managing emotionally intelligent service workers: Personal and professional effects in the Greek context. *Journal of European Industrial Training*, Vol. 31, pp. 223-40.
7. Dobbins, G.H., & Platz, S.J. (1986). Sex differences in leadership: How real are they? *Academy of Management Review*, Vol. 11, pp. 118-27.
8. Fernández-Berrocal, P., & Extremera, N., (2006). Special issue of emotional intelligence: An overview. *Psicothema*. Vol. 18, pp. 1-6
9. Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
10. Helgeson, S. (1990). *The female advantage: Women's ways of leadership*. New York: Doubleday.
11. Higgs, M. (2004). A study of the relationship between emotional intelligence and performance in UK call centers. *Journal of Managerial Psychology*, Vol. 19, pp. 442-54.
13. Hopkins M. M., & Billimoria. D. (2007). Social and emotional competencies predicting success for male and female executives. *Journal of management development*, Vol. 37, pp. 13 -35.
14. Maher, K. J. (1997). Gender-related stereotypes of transformational and transactional leadership. *Sex Roles*, Vol. 37, pp. 209-250.
15. Morrison, A. M., White, R. P., & Van Velsor, E. (1992). *Breaking the glass ceiling: Can women reach the top of America's largest corporations?* MA: Addison-Wesley.
16. Mount, M. K. (1984). Supervisor, self and subordinate ratings of performance and satisfaction with supervision. *Journal of Management*, Vol. 10, pp. 305- 320.
18. Nieva, V. F., & Gutek, B. A. (1980). Sex effects on evaluation. *Journal of Management Review*, Vol. 5, pp. 267-76.
19. Perrault, M. R., & Irwin, J. K. (1996). *Gender differences at work: Are men and women really that Different?*
20. Agoura Hills, CA: Advanced Teamwares Inc.
21. Petrides, K. V., & Furnham, A. (2000). Gender differences in measured and self-estimated trait emotional intelligence. *Sex Roles*, Vol. 42, pp. 449-61.
22. Powell, G.N. (1990). One more time: do female and male managers differ? *Academy of Management Executive*, Vol. 4, pp. 68-75.
23. Rutherford, S. (2001). Any difference? An analysis of gender and divisional: Management styles in a large airline. *Gender, Work and Organization*, Vol. 8, pp. 326-45.
25. Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, cognition and personality*, Vol. 1, pp.

185 – 211.

26. Schutte, N. (1999). *Measuring emotional intelligence and related constructs*. Published by the Dwin Mellen Press Ltd.
27. Schutte, N., & Kernbach, S. (2005). The impact of service provider emotional intelligence on customer satisfaction.
28. *Journal of Service marketing*, Vol. 1, pp. 430 –444.
29. Schutte, N., Malouff, J., Hall, E., Haggerty, D., Cooper, J., Golden, D., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, Vol. 25, pp. 167-77.
30. Sharpe, R. (2000, November 20). As leaders, women rule. *Business Week*, pp. 74-84.
31. Vilkinas, T., & Cartan, G. (1993). Competencies of Australian women in management. *Women in Management Review*, Vol. 8, pp. 31-5.

**Table 1: Result of Correlation**

		EI	Age	Education Level	Marital status	Gender	Tenure
<b>EI</b>	<b>Pearson Correlation</b>	1	*		*		
	N	196					
<b>Age</b>	<b>Pearson Correlation</b>	-.158*	1		**		**
	Sig. (2-tailed)	.027					
	N	196	196				
<b>Education Level</b>	<b>Pearson Correlation</b>	.113	.100	1	**		
	Sig. (2-tailed)	.116	.161				
	N	196	196	196			
<b>Marital status</b>	<b>Pearson Correlation</b>	-.001	.359**	.197**	1		**
	Sig. (2-tailed)	.984	.000	.006			
	N	196	196	196	196		
<b>Gender</b>	<b>Pearson Correlation</b>	.141*	-.058	.085	.031	1	
	Sig. (2-tailed)	.049	.417	.236	.663		
	N	196	196	196	196	196	
<b>Tenure</b>	<b>Pearson Correlation</b>	-.116	.745**	.011	.412**	.034	1
	Sig. (2-tailed)	.105	.000	.883	.000	.636	
	N	196	196	196	196	196	196
* . Correlation is significant at the 0.05 level (2-tailed).							
** . Correlation is significant at the 0.01 level (2-tailed).							
nce and age							
	<b>Frequency Distribution</b>		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>		
20-25			3.8061	35	.43834		
26-30			3.8253	111	.49402		
31-35			3.8514	31	.48657		
36-40			3.8298	13	.29290		
41 and Above			2.8939	6	.62567		
Total			3.7978	196	.49902		

**Table 3: Result of Emotional Intelligence and Education**

Frequency Distribution	Mean	N	Std. Deviation
Bachelors	3.6731	33	.41741
Masters	3.8230	163	.51140
Total	3.7978	196	.49902

**Table 4: Result of Emotional Intelligence and Marital Status**

Frequency Distribution	Mean	N	Std. Deviation
Single	3.7986	88	.48528
Married	3.7971	108	.51219
Total	3.7978	196	.49902

**Table 5: Result of Emotional Intelligence and Gender**

Frequency Distribution	Mean	N	Std. Deviation
Male	3.7557	144	.54105
Female	3.9143	52	.33539
Total	3.7978	196	.49902

**Table 6: Result of Independent Sample t – Test**

Variable	Category	Mean	St. Dev.	t – value	p – value
EI	Male (n =144)	3.755	0.541	-0.198	0.029
	Female (n = 52)	3.914	0.335		
EI	Single (n = 88)	3.798	0.485	0.020	0.684
	Married (n = 108)	3.797	0.512		

**Table 7: Result of Regression Model**

Constant	X1	X2	X3	X4	X5	R <sup>2</sup>	F Statistic
24.415	0.432	0.648	0.238	0.136	0.112	0.142	9.305
(0.211)	(0.062)	(0.051)	(0.041)	(0.078)	(0.042)		
[26.261]	[-2.529]	[-3.211]	[-2.121]	[-5.231]	[-3.111]		
0.000	0.129	0.000	0.125	0.050	0.123		0.026

Regression coefficient, St. Error in parenthesis, t- values in brackets and p - values in Italics

\*Dependent variable: Emotional Intelligence (EI).

\*Independent variables: Age (X1), Education (X2), Marital Status (X3), Gender (X4), and Tenure (X5).

